English

Term-1

7

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PREFACE

The English textbook for standard VII has been prepared following the guidelines given in the National Curriculum Framework, 2005. It has been created to make English language learning, both effective and enjoyable. The aim has been to balance learning the structures and vocabulary of the language, with learning their use in everyday life.

The activities have been graded carefully to allow a gradual building of language proficiency. The lessons provide effective individual and collaborative learning in pairs and groups and enable differentiation in multilevel classrooms. Each unit focuses on the themes of natural and social world to stimulate curiosity and imagination, engaging both heart and mind. An ICT Corner has been introduced in each unit for the first time in a State Board Text Book to develop current digital literacy skills.

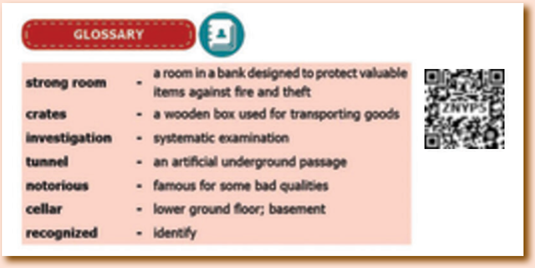
How to use the book?

- The First Term English Book for Standard VII has three units.
- Each unit is planned for a month.
- First two units are divided into **sections** and the third one is combined as it's a speech. Each section is designed to initiate and sustain the **Active Learning** process.

Sl. No.		Units
1	Prose	Eidgah
	Poem	The Computer Swallowed Grandma
	Supplementary	On Monday Morning
2	Prose	The Wind on Haunted Hill
	Poem	The Listeners
	Supplementary	The Red-Headed League
3	Prose	A Prayer to the Teacher
	Poem	Your Space
	Supplementary	Taking the Bully by the Horns

- The **pictorial warm up page will help activate students own knowledge and ideas of the** topic.
- **The digital warm up** can be used for visualizing the theme to motivate and interest learners.

- **In-Text questions** in each section can be used for discussion and to check and develop comprehension skills.
- **Digital glossary** can be used to listen to correct pronunciation and visualise words.
- The **'Do You Know?'** box can be used to enhance general knowledge while initiating spoken language.



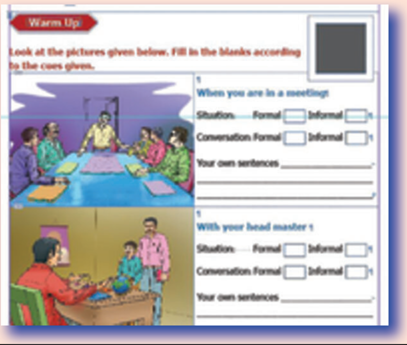
GLOSSARY

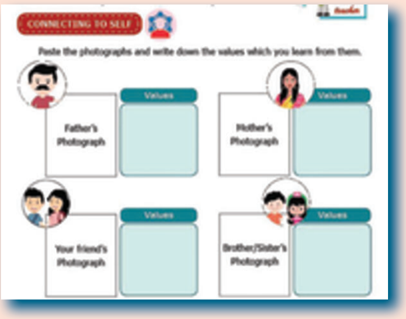
strong room	- a room in a bank designed to protect valuable items against fire and theft
crates	- a wooden box used for transporting goods
investigation	- systematic examination
tunnel	- an artificial underground passage
notorious	- famous for some bad qualities
cellar	- lower ground floor; basement
recognized	- identify

- ☑ The illustrations in Picto Grammar will make understanding of grammar easy.
- ☑ Digital Grammar Games can be used to reinforce learning to encourage students to play and learn easily.
- ☑ Language Check can highlight points of usage to avoid the common mistakes.

- ☑ Students can be taken through all the steps of writing with the help of pictures and prompts.
- ☑ Creative writing can be used to bring out their imaginative skill.
- ☑ Students can be encouraged to present or display their writings in the class.

- ☑ The warm up picture given at the beginning of each section can be used to discuss the theme of the poem.
- ☑ The focus should be on the enjoyment of the poem through exploring imaginary skills & rhythm.
- ☑ The supplementary section encourages extensive reading and appreciation of literature.



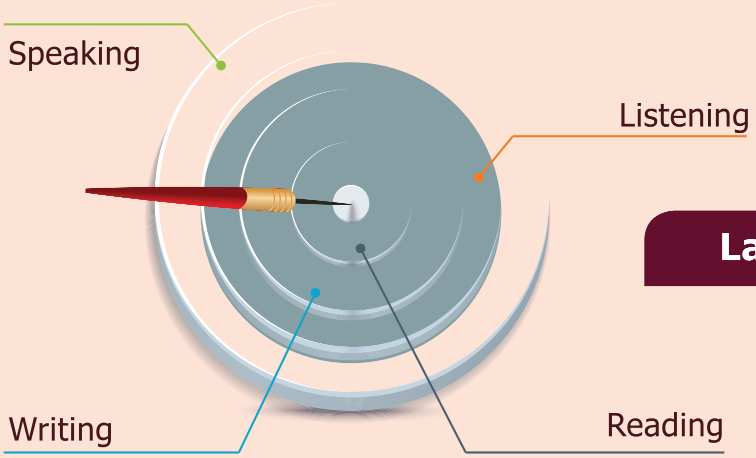


- ☑ Connecting to Self is based on the values of each lesson.
- ☑ Project is meant for working in groups and to develop collaborative learning.
- ☑ The development of higher order thinking skills is facilitated by the Steps to Success.

- ☑ Students can be encouraged to extend their reading activity through learning links section.
- ☑ Students can be helped to download the games and install them.
- ☑ The activities in ICT Corner will ensure learning language skills through websites and app links.

English

Key Features



Language Skills

Salient Features

- Connecting to Self
- Think and Do
- Steps to Success
- Language Check
- Picto Grammar

Language Enrichment

- Literary Appreciation
- Creative Writing
- Project Work
- Learning Links

Digital Features

- Digi Warm Up
- e-Glossary
- Grammar Games
- ICT Corner
- Infographics

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UNIT	TITLE	PAGE No.	MONTH
Prose	Eidgah	85	June
Poem	The Computer Swallowed Grandma	100	
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Prose	The Wind on Haunted Hill	109	July
Poem*	The Listeners	126	
Supplementary	The Red-Headed League	129	
Prose	A Prayer to the Teacher	138	August
Poem	Your Space	154	
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*Memory Poem

B2C96

E-Book

UJNOW

Assessment

Learning Outcomes

1 Unit

The learner

- answers questions orally and in writing on a variety of tests.
- reads poems.
- engages in conversation with family and friends.
- responds to different kinds of instructions in varied contexts.
- asks and responds to questions based on text.
- reads textual and non textual materials and comprehends.
- identifies details – character's name, ideas, themes and relates to them.
- thinks critically and relates them to life.
- reads to seek information and write messages.
- infers the meaning of unfamiliar words by reading them in contexts.
- writes grammatically correct sentences using determiners.

2 Unit

- learns new words and understands their contextual meanings.
- demonstrates knowledge of the story elements in a mystery.
- cites evidence for the explicit and implied meaning of the poem and appreciates the poetic devices used in the poem.
- places himself/herself as detectives and analyses the characters and events to solve the problems.
- recognizes present,past and future perfect tenses with time markers and with accuracy.
- develops skill of writing stories.

3 Unit

- appreciates nature and nurtures it.
- develops public speaking skills.
- learns values of life and uses it in their day to day life.
- develops inclusiveness.
- respects animate and inanimate things.
- knows ten core life skills prescribed by WHO.
- identifies the prepositions and its types and uses appropriate prepositions in sentences.
- communicates softly.
- answers questions orally and in written form.
- raises voice against bullying.

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1

Eidgah

Prose

Warm Up

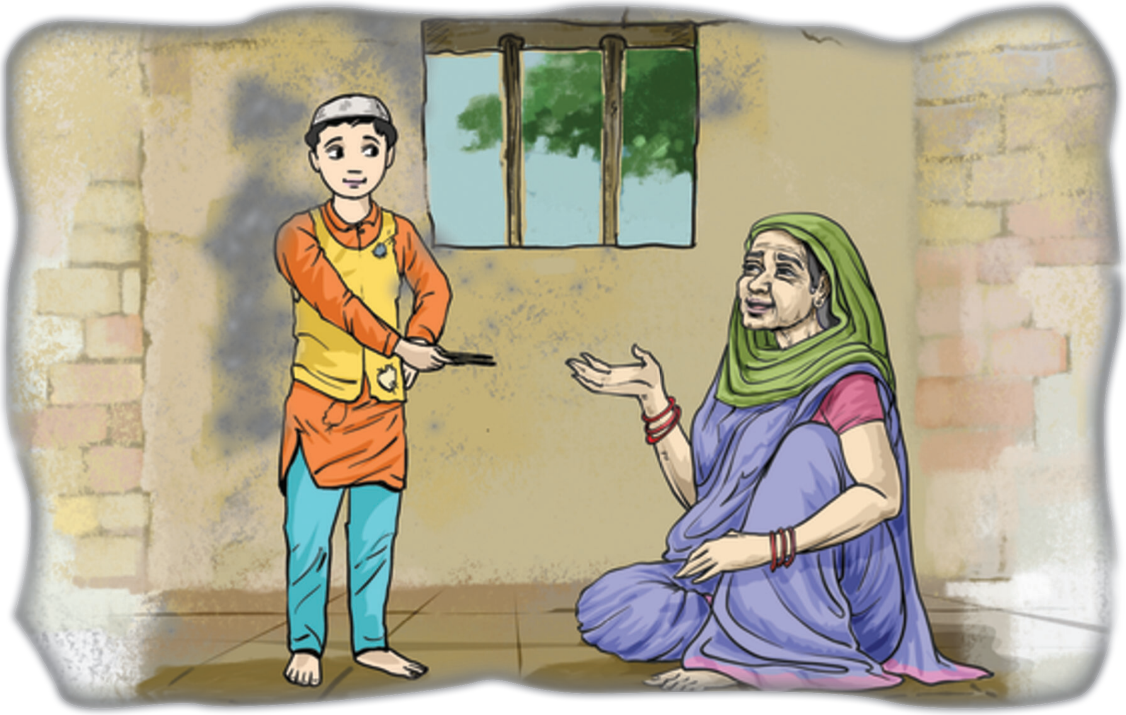
Observe the pictures and write the names of the festivals in the blanks. One is done for you.

Discuss in pairs.

1. Which is your favourite festival?
2. When do you celebrate it?
3. Do you celebrate with your family or friends?
4. Why do you celebrate it?

Section - I

READING



How wonderful and beautiful was the morning of Eid! The trees looked greener, the field more festive, the sky had a lovely pink glow. The sun seemed brighter and more **dazzling** than before to wish the world a very happy Eid.

The village was filled with excitement. Everyone was up early to go to the Eidgah. The boys were more excited than the others. They had been talking about it all the time. Finally the day had come. And now they were impatient. They were taking their treasure out of their pockets, counting and recounting it before putting it back. Mahmood counted "One, two, ten, twelve"– he had twelve coins. Mohsin had "One, two, three, eight, nine, fifteen" coins. With this money, they would buy countless things: toys, sweets, paper-pipes, rubber balls – and much more.

The happiest of the boys was Hamid. He was only four, thin and poorly dressed. Last year his father had died of cholera. Then his mother also died. From then Hamid lived with his old Granny Ameena and was as happy as a lark. She told him that his father had gone to earn money. And that his mother had gone to Allah to get lovely gifts for him. This made Hamid very happy. Hamid had no shoes on his feet; the cap on his

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head was soiled and **tattered**; He knew that his father would come back with sacks full of silver and his mother with gifts from Allah. Then he would have more than Mahmood, Mohsin, Noorey and Sammi.

Hamid's Granny Ameena was sad. It was Eid and she did not have even a handful of grains. If only her son were there, it would have been a different kind of Eid! Hamid went to his grandmother and said, "Granny, I will be the first to get back. Don't worry!" Ameena was worried. Other boys were going out with their fathers. How could she let him go to the fair all by himself?

Hamid left with the other boys. Hamid was like one with wings on his feet. They ran on ahead of the elders and waited for them under a tree. They reached the **suburbs** of the town. On both sides of the road were big houses of the rich. In the gardens, mango and leechee trees were full of fruits. Then they came across the stores of the sweets - vendors. All decorated so **gaily**! Every store had sweets piled up in heaps like mountains.

GLOSSARY		
dazzling	–	extremely bright
tattered	–	torn
suburbs	–	outlying area
gaily	–	in bright colours

OFHTA

Choose the correct answers and fill in the blanks.

1. 'Finally the day had come'. Here **the day** refers to _____________.

   a. Pongal
   b. Christmas
   c. Eid

2. With their treasure, the boys would buy ____________ in Eidgah.

   a. pens and pencils
   b. toys and rubber balls
   c. chocolates and cakes

3. Hamid's friends are ______________.

   a. Mahmood, Mohsin, Noorey and Sammi
   b. Raghul, Preethi, Sam and Mufeed
   c. Rani, Verghese, Sita and Zahir

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4. 'If only her son were there, it would have been a different kind of Eid!' What had happened to her son?

   a. Her son had died.
   b. Her son had gone abroad.
   c. Her son had gone on a tour.

5. Hamid was like one with wings on his feet. This means __________.

   a. he ran fast
   b. he ran slowly
   c. he was an angel

DO YOU KNOW? There are 109 members in Marapanhalli Laxmayha family who live in Karnataka's Kolar district. It is one among the last few purely joint families in India. 85 members of this massive family live under a single roof that spans 20 rooms. The other 24 live in the fields next to the house.

Section - II

Take turns and read this passage aloud.

Soon the roads began to get crowded. Some people were on tongas and ekkas, some in motorcars, all wearing perfume; all bursting with excitement. The children were a calm and contented lot. For village children everything in the town was wonderful. Whatever caught their eye, they stood and **gaped** at it with wonder. At last, the Eidgah came into view. There were row upon row of worshippers as far as the eye could see. Newcomers lined themselves behind the ones already there.

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The prayer was over. Men embraced each other. They descended on the sweet and toy-vendors' stores like an army moving to attack. There was the merry-go-round with wooden elephants, horses and camels! You paid one paisa and had twenty-five rounds of fun. Mahmood and Mohsin and Noorey and other boys mounted the horses and camels.

Hamid watched them from a distance. All he had were three paisas. He couldn't part with a third of his treasure for a few miserable rounds! They were soon done with their rides. Then it was time for the toys. There was a row of stalls on one side with all kinds of toys; soldiers and milkmaids, kings and ministers, water-carriers and washer-women and holy men.

Mahmood bought a policeman in khaki with a red turban on his head and a gun on his shoulder. Mohsin bought a water-carrier while Noorey got a lawyer. Those toys cost two paisa each. Hamid had only three paisas. How could he buy such expensive toys? If they dropped out of his hand, they would be smashed to bits. If a drop of water fell on them, the colour would run. But he looked at them hungrily and wished he could hold them in his hands for just a moment or two. After the toys it was sweets. Someone bought sesame seed candy, others gulab-jamuns or halva. They **smacked** their lips with **relish**. Only Hamid was left out.

GLOSSARY		
gaped	–	stared
smack your lips	–	open and close lips noisily to show enjoyment
relished	–	enjoyed or took pleasure in the taste

Work in pairs and answer the following questions.

There were many toys in the stall. Three of Hamid's friends had bought some toys.

1. Write the names of Hamid's friends in column A and the toys they bought in column B

A	B

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2. Write the names of the toys against each picture.

______________ ______________ ______________

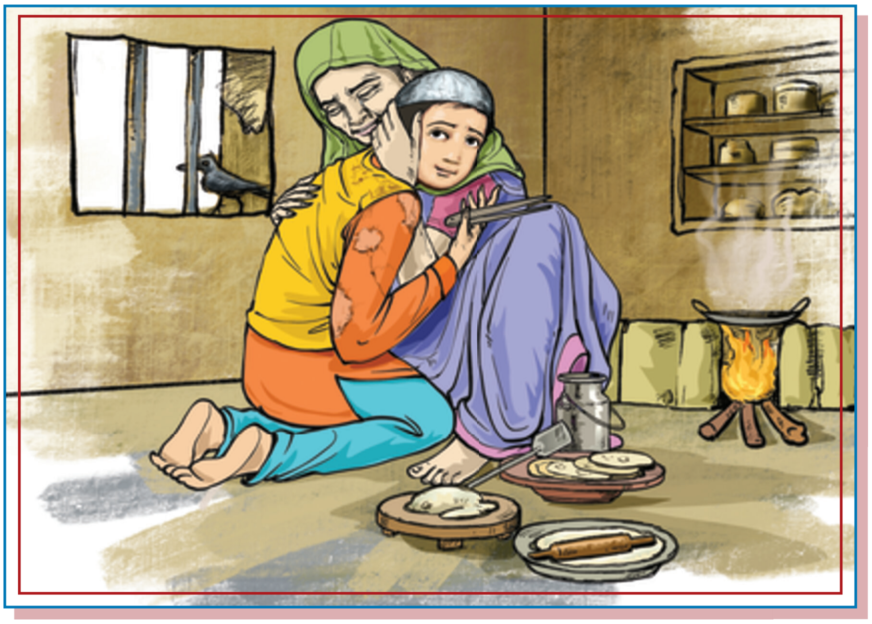
______________ ______________ ______________

Think and Answer

'They' descended on the sweet and toy-vendors' stores like an army moving to attack.

1. Who does 'They' refer to? Did they move one by one in a line or in a big group?
2. Hamid's friends enjoyed the ride in the merry-go-round. But Hamid didn't go on it. Why?
3. How did Hamid's friends show that they enjoyed eating the sweets?

SECTION - III



Read this passage in pairs.

Next to the sweet-shops there were a few hardware stores and jewellery shops. The boys were not interested in anything there. So they walked ahead except Hamid.

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It occurred to Hamid that his granny did not have a pair of **tongs**. Each time she cooked chappatis, the iron pan burnt her hands. If he bought her a pair of tongs she would be very pleased. She would never again burn her fingers. It would be a really useful thing to have in the house. So Hamid stopped to look at a pile of tongs at the hardware shop and asked the shopkeeper, "How much for this pair of tongs?" The shopkeeper looked at him and replied "It's not for you."

"Is it for sale or not?"

"Why should it not be for sale?

"It will cost you six paisa"

Hamid's heart sank. "Tell me the correct price," he said.

"All right, it will be five paisa, take it or leave it."

Hamid said, "Will you give it to me for three?" Then he walked away, afraid that the shopkeeper would scream at him. But the shopkeeper did not scream. On the contrary, he called Hamid back and gave him the pair of tongs. Hamid carried it on his shoulder as if it were a gun to show it to his friends. Mohsin laughed and said, "Are you crazy? What will you do with the tongs?" Hamid flung the tongs on the ground and replied, "Try and throw your water carrier on the ground. It will break."

Mahmood said "Are these tongs some kind of toy?"

"Why not?" replied Hamid. "Place them across your shoulders and it is a gun; carry them in your hands and it is like the musical instrument carried by singing monks. My tongs are like a tiger among toys."

Sammi who had bought a small tambourine asked "Will you exchange them for my tambourine? It is worth eight paisas." But Hamid would not. The pair of tongs won every one over to its side. By eleven, the village was again filled with excitement. All those who had gone to the fair were back at home. Hamid too returned home. As soon as she heard his voice, Granny Ameena ran out of the house, picked him up and kissed him.

Suddenly she noticed the tongs in his hand. "Where did you find these tongs?"

"I bought them."

"How much did you pay for them?"

"Three paisas."

"You are a stupid child! It is almost noon and you haven't had anything to eat or drink. Couldn't you find anything better in the fair than this pair of iron tongs?"

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Hamid replied in an injured tone, "You burn your fingers on the iron pan so I bought them." Granny was deeply moved by Hamid's selflessness. She started crying. For the **wretched** woman, the pair of tongs was as **precious** as sacks of silver.

Story by *Munshi Premchand*

Translated and Adapted by *Uma Raman*

Tick the correct answer.

1. Hamid thought that his grandma would be pleased if he bought_________.

   a. a pair of tongs
   b. sweets for himself
   c. toys

2. Hamid's heart sank because the price of the tongs was _________for him.

   a. too high
   b. too low
   c. affordable

3. 'My tongs are like a tiger among toys.' It means ____________.

   a. Hamid valued his toy
   b. Hamid bought a tiger toy
   c. Hamid wanted to exchange his toy

4. Hamid's granny scolded him for buying iron tongs. Then she understood that Hamid had bought it ___________.

   a. out of compulsion
   b. out of love and concern
   c. out of interest

GLOSSARY		
tongs	–	a tool used to hold hot things
precious	–	valuable
wretched	–	unhappy

READ AND UNDERSTAND

A. Answer the following questions.

1. What did Granny say about Hamid's parents?
2. Write about Hamid in one or two sentences.

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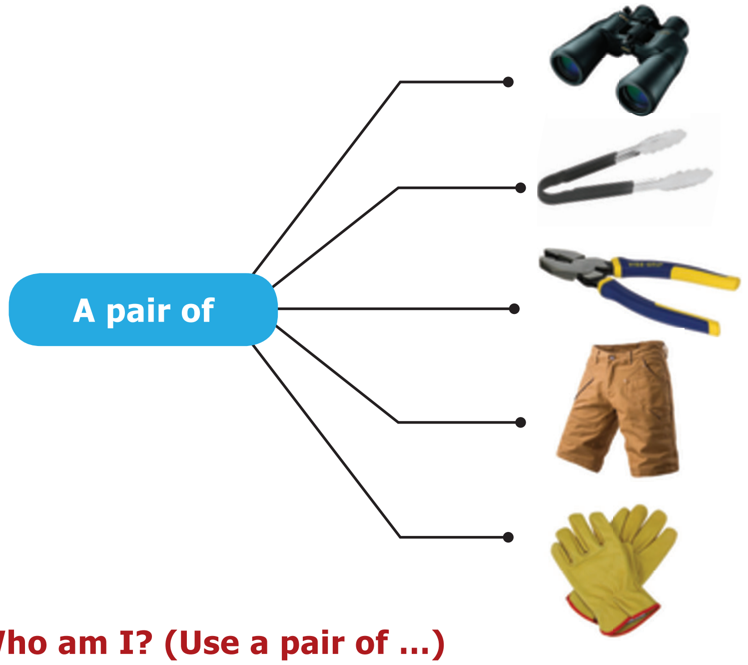
3. How did Hamid's friends enjoy the games in the fair?
4. What did Hamid buy at the fair? And for whom?
5. Why did Granny scold Hamid?

B. Rearrange the jumbled sentences and write them in the correct order.

- But Hamid bought a pair of tongs.
- Granny Ameena felt proud of her grandson.
- Hamid's friends bought different toys of their choice.
- Hamid proudly compared his tongs with a brave tiger.
- Hamid had less money than his friends.
- Granny Ameena was worried as he had to go to the Eidgah alone.

VOCABULARY

C. Fill in the blanks with the help of the picture clues.



____

____

____

____

____

D. Who am I? (Use a pair of ...)

1. We wear this on our face to see clearly ____________
2. We wear this on our ears ______________
3. We wear this on our face when it is sunny
   ____
4. We cut things with ____________
5. We wear this on our feet ___________

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E. Add a suitable prefix or suffix and make new words.

-ship	-hood	un-	after-	-ion
-less	- ful	-ment	im-	-ous

child ___	wonder___
_____noon	count___
relation___	__patient
___happy	excite____
danger___	perfect___

F. Match the following and write them in Column C.

A	B	C
a cupful of	money	
a bagful of	sugar	
a spoonful of	coffee	
a pocketful of	silver	

G. Fill in the blanks with suitable words from the box.

cupful	handful	spoonful	mouthful	pocketful	bagful

1. The thieves came out of the house with a ________ of gold and silver.
2. My mother throws a ______________ of grains for the parrots every day.
3. He took a ____________ of the cake.
4. Ram takes a _____________ of soup before food.
5. John added a _______________ of sugar to the lemon juice.
6. The child was happy with his _______ of chocolates.

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Language Check

Don't say	Say	Note
She is my cousin sister and he is my cousin brother.	They are my cousins.	The word 'cousin' is used to refer both male and female.
I have two daughter-in-laws.	I have two daughters-in-law.	's' is added to the first word 'daughter' to form the plural.

LISTENING

H. Listen to the teacher read the passage. Read the questions given below. Then listen to the passage again and tick the correct answers.

S6JVF

1. The three boys went for **bathing** /**swimming** in the sea.
2. They watched the **waves** / **dolphins** tumbling towards the shore.
3. The gulls were flying over the **sea** / **oyster catchers**.
4. When the sea was **calm** / **rough** they would skim stones.
5. **Twenty six** / **thirty six** was Gopal's record.

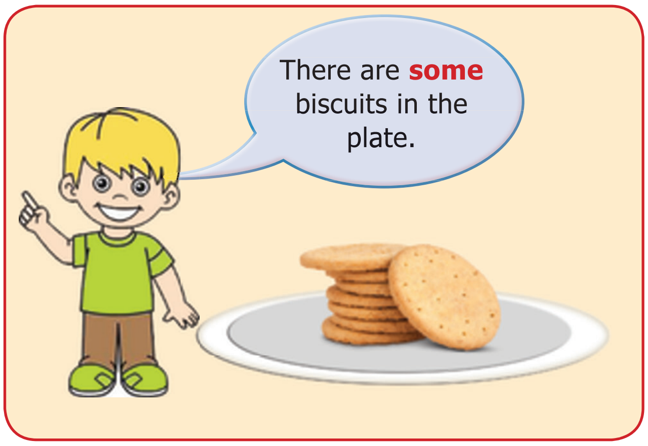
SPEAKING

I. Talk about yourself using the clues given. You may start like this.

1. When I was a little boy, I had a red bicycle.
2. On the first day of school ....
3. As a child I spent my free time ....
4. I used to admire ....
5. Last year at this time I ....
6. Now I really enjoy ....
7. While I was ....
8. I have never visited ....

*Text for listening is in page: 167

PICTO GRAMMAR



Note to the teacher

Determiner is a word that comes before a noun or noun phrase. A determiner identifies whether the noun or noun phrase is general or specific.

USE GRAMMAR

J. Tick the correct option.

1. There are _____ (many/much) apples in the basket.
   Only _____ (some/a few) are green.

2. There isn't _____ (many/much) traffic on Sundays.

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3. There isn't ____ (some/ any) water in the glass.

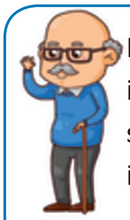
4. There aren't ____ (some/any) eggs in the basket.
But there are ____ (much/a few) near it.

K. Fill in the blanks with some/ any/ much/ many. Some options can be used more than once.

1. There is _____ coffee left in the pot. Do you want?
2. Do you have _____ coins with you? I need some.
3. She asked me for _____ magazines, but I could not find _____
4. I can't carry the luggage ______ more. I need _____ help.
5. There are _____ places to visit but we don't have ____ time to visit them.

WRITING

L. Describe Kandan's family in about 60 words using the pictures and clues given. One is done for you.



Kandan's grand father is thin and tall. He is seventy years old. He is affectionate.

thin and tall-70 years old - affectionate

____
____
____
____

short - fat - wears glasses - sweets

____
____
____
____

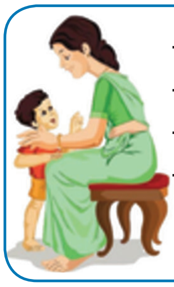
football player - loves his brother - blue

____
____
____
____

youngest - big eyes - likes pink

____
____
____
____

tall - hard working - bread winner



____
____
____
____

kind - hobby - painting

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M. Read the telephonic conversation between Malar and Selvi. Malar needs to leave a message for her father.

Malar: Hello, my name is Malar. Could I talk to Mr. Rao, please? I'm his colleague Mr.Vishvanath's daughter.

Selvi: I'm sorry, my father is out for his morning walk. Do you want to leave a message for him?

Malar: Yes, please. My father had to leave for Madurai all of a sudden since my grandfather is ill. So he won't be able to come to work for a few days. It would be really nice if your father could inform the office.

Selvi: Don't worry, I'll leave the message for my father.

Malar: Thanks a lot.

Selvi: You're welcome.

This is the message that Selvi left for her father the previous day. Write a similar message based on her conversation with Malar.

…………..(Date) 4.30 p.m. (Time)

Dear Papa,

I have my music class at 5.00 p.m. so I am leaving now. I've prepared tea and samosa and kept it in the kitchen. Please come and pick me up at 7 p.m.

Message

…………..(Date) ……….(Time)

Dear Papa

……

……

……

……

……

…………………………………………

…………………………………………

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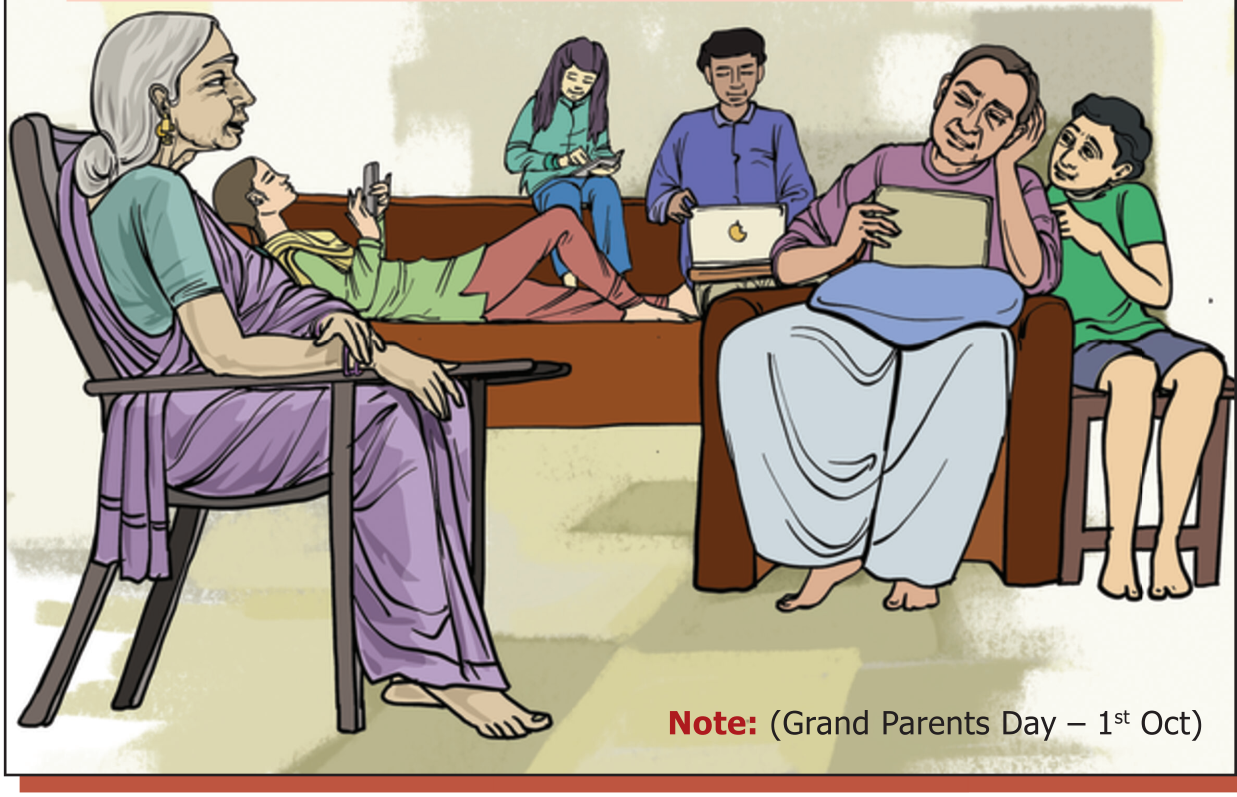
CREATIVE WRITING

N. Describe the picture in 50 words and give a suitable title. Make use of the words given below.

modern world – left alone – busy – gadgets –
cell phones – ignored – feels alone – lonely – sad feeling



Note: (Grand Parents Day – 1st Oct)

O. Here are some words that express feelings. Read the situations and write the suitable one in the blanks.

anxious worried thankful excited
dejected joyous proud

1. Your mom made your favourite dinner. __________
2. You lost your geometry box, and some one returns it to you. ______________
3. You are waiting for your exam results. ___________
4. It is very late at night and your father hasn't returned from the office. _________
5. You have won the first prize in the essay writing competition. ________
6. The first day at school _______________
7. You find it tough to learn a new language ___________.

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1 The Computer Swallowed Grandma

Poem

Warm Up

Look at the picture, discuss in pairs and present it before the class.

If your grandmother is ...

- ready for a bicycle race, ____________.
- willing to play hide and seek, ____________.
- grabbing a lollipop from you, ____________.
- How will you react to these situations?

8WTKA

The computer swallowed grandma.
Yes, honestly it's true!
She pressed 'Control' and 'Enter'
And disappeared from view.

It **devoured** her completely,
The thought just makes me **squirm**.
She must have caught a virus
Or been eaten by a worm.

I've searched through the recycle bin
And files of every kind;
I've even used the Internet,
But nothing did I find.

In **desperation**, I asked Jeeves
My searches to refine.
The reply from him was negative,
Not a thing was found 'Online.'

So, if inside your 'Inbox',
My Grandma you should see,
Please 'Copy', 'Scan' and 'Paste' her
In an email back to me.

Anonymous

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DO YOU KNOW? 106 year old, Mastanamma, the great grandmother from Andhra Pradesh, is the star of a YouTube cooking channel with over 2,80,000 subcribers throughout the world. All credit for her newfound stardom goes to her grandson Karre Laxman. Mastanamma passed away in 2018.

GLOSSARY

devoured	–	consumed
squirm	–	turn
desperation	–	hopelessness

VN54R

A. Read the poem aloud in pairs.

B. Read these lines and answer the questions given below.

1. *The computer swallowed grandma.*
   Who swallowed Whom?
2. *She pressed 'Control' and 'Enter'*
   And disappeared from view.
   How did Grandma disappear from view?
3. *It devoured her completely.*
   Who does 'it' refer to?
4. *She must have caught a virus*
   Or been eaten by a worm.
   What happened to Grandma?
5. *I've searched through the recycle bin*
   And files of every kind;
   I've even used the Internet,
   But nothing did I find.
   Where did the author search for grandma?

C. Work in pairs. Read the last two stanzas of the poem and answer the following questions.

1. Who did the author ask for grandma?
2. Did the author get a positive reply?
3. What is the author's plea?

D. Pick out the rhyming pairs and write them in the blanks given.

Stanza 2	Stanza 3	Stanza 4	Stanza 5
______ – ______	______ – ______	______ – ______	______ – ______

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1 On Monday Morning

Supplementary

(Adapted from The Adventures of Tom Sawyer by Mark Twain)

Monday morning found Tom Sawyer miserable. Monday morning always found him so because it began another week's slow suffering in school. He generally began that day with wishing he had had no holiday in between, it made the going into prison again so much worse.

Tom lay thinking. Presently it occurred to him that he wished he was sick; then he could stay home from school. He examined himself. No sickness was found, and he investigated again. This time he could detect stomach ache, but it soon grew feeble, and presently died wholly away. He reflected further. Suddenly he discovered something. One of his upper front teeth was loose. This was lucky; he was about to begin to groan, as a "starter," as he called it, when it occurred to him that if he came into court with that argument, his aunt would pull it out, and that would hurt. So he thought he would hold the tooth in reserve for the present, and seek further.

Nothing offered for some little time, and then he remembered hearing the doctor tell about a certain thing that laid up a patient for two or three weeks and threatened to make him lose a finger. So the boy eagerly drew his sore toe from under the sheet and held it up for inspection. But now he did not know the necessary symptoms. However,

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it seemed well worthwhile to chance it, so he fell groaning with considerable spirit. But Sid slept on unconscious. Tom groaned louder, and fancied that he began to feel pain in the toe. No result from Sid.

Tom was **panting** with his **exertions** by this time. He took a rest and then swelled himself up and fetched a succession of admirable groans. Sid snored on. Tom was **aggravated**. He said, "Sid, Sid!" and shook him. This course worked well, and Tom began to groan again. Sid yawned, stretched, then brought himself up on his elbow with a **snort**, and began to stare at Tom. Tom went on groaning.

Sid said:"Tom! Say, Tom!" [No response.] "Here, TOM! What is the matter, Tom? And he shook him and looked in his face **anxiously**. Tom moaned out: "Oh, don't, Sid. Don't shake me." "Why, what's the matter, Tom? I must call auntie." "No-------never mind. It'll be over by and by, maybe. Don't call anybody."

"But I must! Don't groan so, Tom, it's awful. How long you been this way?" "Hours. Ouch! Oh, don't stir so, Sid, you'll kill me."

"Tom, why didn't you wake me sooner? Oh, Tom, DON'T! It makes my flesh crawl to hear you. What is the matter?"

"I forgive you for everything, Sid. [Groan.] Everything you've ever done to me. When I'm gone--------"

"Oh, Tom, you aren't dying, are you? Don't Tom-------------oh, don't. Maybe------------"

"I forgive everybody, Sid. [Groan.] Tell 'em so, Sid. And Sid, you give my window-sash and my cat with one eye to that new girl that's come to town, and tell her-------"

But Sid had snatched his clothes and gone. Tom was suffering in reality, now, his imagination was working well, and so his groans had gathered quite a genuine tone.

Sid flew down-stairs and said:

"Oh, Aunt Polly, come! Tom's dying!"

"Dying!"

"Yes'm. Don't wait. Come quick!"

"Rubbish! I don't believe it!"

But she fled upstairs, nevertheless, with Sid and Mary at her heels. And her face

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grew white, too, and her lip trembled. When she reached the bedside she said, "You, Tom! Tom, what's the matter with you?"

"Oh, auntie, I'm---"

"What's the matter with you? What is the matter with you, child?"

"Oh, auntie, my sore toe's dying!"

The old lady sank down into a chair and laughed a little, then cried a little, then did both together. This made her feel better and she said, "Tom, what a turn you did give me. Now you shut up that nonsense and climb out of this."

The groans stopped and the pain vanished from the toe. The boy felt a little foolish, and he said,"Aunt Polly, it seemed dying, and it hurt so I never minded my tooth at all."

"Your tooth, indeed! What's the matter with your tooth?"

"One of them is loose, and it aches perfectly awful."

"There, there, now, don't begin that groaning again. Open your mouth. Well. Your tooth is loose, but you're not going to die from that. Mary, get me a silk thread, and a chunk of fire out of the kitchen."

Tom said,"Oh, please, auntie, don't pull it out. It won't hurt any more. I wish I may never stir if it does. Please don't, auntie. I don't want to stay home from school."

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"Oh, you don't, don't you? So all this row was because you thought you'd get to stay home from school and go fishing? Tom, Tom, I love you so, and you seem to try every way you can to break my old heart with your mischief." By this time the dental instruments were ready. The old lady made one end of the silk thread fast to Tom's tooth with a **loop** and tied the other to the bedpost. Then she caught hold of the chunk of fire and suddenly pushed it almost into the boy's face. The tooth was hanging loosely by the bedpost, now.

ARYH9

GLOSSARY		
panting	-	breathing quickly
exertions	-	effort
aggravated	-	irritated
snort	-	a cry made to show unhappiness
anxiously	-	tensely
loop	-	curve

A. Name the speaker.

S.No	Lines from the Lesson	Speaker
1.	"No never mind. It'll be over by and by, maybe. Don't call anybody."	
2.	"It makes my flesh crawl to hear you. What is the matter?"	
3.	"Your tooth indeed! What's the matter with your tooth?"	

B. Write True or False against each statement.

1. Tom enjoyed Monday mornings as he had to go to school. ______
2. Tom's first groan woke up Sid from his sound sleep._______
3. Tom wanted to give his dog with one eye to the new girl who had come to town.__________
4. Aunt Polly sent Sid to fetch the dentist.________

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C. Read the following passage and answer the questions.

Tom lay thinking. Presently it occurred to him that he wished he was sick; then he could stay home from school. He examined himself. He found no symptoms or sickness, and he investigated again. This time he felt he had a stomach ache, but it soon grew feeble, and presently died wholly away. He reflected further.

1. Why did Tom wish that he were sick?
2. What was the result of Tom's self-examination?
3. What did he detect?

D. Think and answer

1. How did Sid show his affection towards Tom?
2. Did Aunt Polly believe Tom's groaning? Why?
3. What did Aunt Polly do to relieve Tom's toothache?

E. Choose the correct answer.

1. Tom pretended his toe was dying in order to _______________
   a. miss school. b. scare Sid. c. make Aunt Polly feel bad.

2. Aunt Polly pulled Tom's tooth out with ______________________
   a. her fingers. b. a pair of pliers. c. a piece of thread.

3. Tom was miserable on Monday morning because ________________
   a. he was sick. b. he hated going to school. c. Aunt Polly was sick.

PROJECT

F. Give instructions to your friend to reach your house from school. Mention some landmarks that your friend should lookout for on his way. Draw a road map with landmarks based on the instructions given to your friend.

CONNECTING TO SELF

G. Draw a family tree showing the members of your family and write a sentence about the activities that your whole family does together. How does it help others in a family and what do you learn from this?

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STEP TO SUCCESS

H. Give a relationship term for the clues given.

1. siblings -
2. kith and kin -
3. a chip of the old block -
4. two peas in a pod -
5. bread winner -
6. forefathers -

I. Arrange the words according to their degrees of meaning.

1. eager, thrilled, excited

   ___________, ___________, ___________

2. shiny, glow, dazzling

   ___________, ___________, ___________

3. small, tiny, minute

   ___________, ___________, ___________

4. guffaw, smile, laugh

   ___________, ___________, ___________

J. Think and Answer

1. X and Y are parents to Z. But Z is not the son of X.
   Then what is Z to X? _______________

2. Meera's brother is the father of Aakash.
   Then how is Aakash related to Meera? _______________

LEARNING LINKS AND REFERENCES

e-links	https://en.m.wikipedia.org>wiki>eidgah
	https://archive.org>slream>idgah_divu
Books	Journeys through Rajasthan by Amirta Kumar
	Festivals of India by Sris Sivananda

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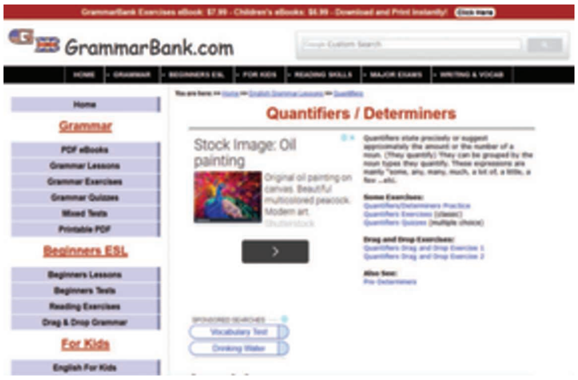
ICT Corner

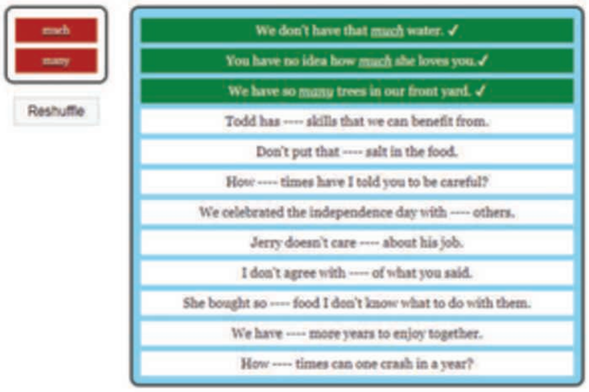
Grammar Determiners

To learn the usage of Determiners
To know about Quantifiers and their usage



Steps

1. Type the URL link given below in the browser or scan the QR code.
2. You can see the description of Determiners and Quantifiers with examples.
3. You can see the drag and drop exercises to check your knowledge on determiners.
4. Click those links and practise with many exercises.
5. You can practise multiple choice questions also to strengthen your learning.



Website URL

Click the following link or scan the QR code to access the website.

https://www.grammarbank.com/quantifiers.html

** Images are indicative only.

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2 The Wind on Haunted Hill

Prose

Warm Up

1. Find the hidden words in the pictures.
One has been done for you.

1. CAT 2. ______ 3. ______ 4. ______ 5. ______

2. Solve these riddles.

S. No	Question (Who am I?)	Answer
1	I have a face but no eyes, hands but no arms.	
2	I sit in a corner while travelling around the world.	
3	I go up when rain comes down.	
4	I have a head and a tail but no body.	

Section I

READING

a. Underline the words or phrases that tell you what the wind does to the village.

b. Write the names of the characters in this story.

1. ______________ **2.** ______________ **3.** ______________

Who - Whoo, Whooo, cried the wind as it swept down from the Himalayan snows. It hurried over the hills and passes, and hummed and **moaned** in the tall pines and deodars.

On **Haunted** Hill there was little to stop the wind–only a few stunted trees and bushes, and the **ruins** of what had once been a small settlement.

On the slopes of the next hill there was a small village. People kept large stones on their tin roofs to prevent them from blowing away. There was nearly always a wind in these parts. Even on sunny days, doors and windows rattled, chimneys choked, clothes blew away.

Three children stood beside a low stone wall, spreading clothes out to dry. On each garment they placed a rock. Even then the clothes fluttered like flags and pennants.

Usha, dark haired and rose cheeked, struggled with her grandfather's long loose shirt. She was eleven or twelve. Her younger brother, Suresh, was doing his best to hold down a bed-sheet while Binya, a slightly older girl, Usha's friend and neighbour, was handing them the clothes, one at a time.

Once they were sure everything was on the wall, firmly held down by rocks, they

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climbed up on the flat stones and sat there for a while, in the wind and the sun, staring across the fields at the ruins on Haunted Hill.

'I must go to the bazaar today,' said Usha.

'I wish I could come too,' said Binya. 'But I have to help with the cows and the housework. Mother isn't well.'

'I can come!' said Suresh. He was always ready to visit the bazaar, which was three miles away, on the other side of Haunted Hill.

'No, you can't,' said Usha. 'You must help Grandfather chop wood.'

Their father was in the army, posted in a distant part of the country, and Suresh and his grandfather were the only men in the house. Suresh was eight, chubby and almond-eyed.

'Won't you be afraid to come back alone?' he asked.

'Why should I be afraid?'

'There are ghosts on the hill.'

'I know, but I will be back before it gets dark. Ghosts don't appear during the day.'

'Are there many ghosts in the ruins?' asked Binya.

'Grandfather says so. He says that many years ago – over a hundred years ago – English people lived on the hill. But it was a bad spot, always getting struck by lightning, and they had to move to the next range and build another place.'

'But if they went away, why should there be any ghosts?'

'Because Grandfather says, during a **terrible** storm one of the houses was hit by lightning and everyone in it was killed. Everyone, including the children.'

'Were there many children?'

'There were two of them. A brother and sister. Grandfather says he has seen them many times, when he has passed through the ruins late at night. He has seen them playing in the moonlight.'

'Wasn't he frightened?'

'No. Old people don't mind seeing ghosts.'

Usha set out on her walk to the bazaar at two in the afternoon. It was about an hour's walk. She went through the fields, now turning yellow with flowering mustard, then along the **saddle** of the hill, and up to the ruins.

The path went straight through the ruins. Usha knew it well; she had often taken it while going to the bazaar to do the weekly shopping, or to see her aunt who lived in the town.

Wild flowers grew in the **crumbling** walls. A wild plum tree grew straight out of the floor of what had once been a large hall. Its soft white blossoms had begun to fall. Lizards **scuttled** over the stones, while a **whistling-thrush**, its deep purple plumage glistening in the soft sunshine, sat in an empty window and sang its heart out.

Usha sang to herself, as she tripped lightly along the path. Soon she had left the ruins behind. The path dipped steeply down to the valley and the little town with its **straggling** bazaar.

Usha took her time in the bazaar. She bought soap and matches, spices and sugar (none of these things could be had in the village, where there was no shop), and a new pipe stem for her grandfather's hookah, and an exercise book for Suresh to do his sums in. As an afterthought, she bought him some marbles. Then she went to a mochi's shop to have her mother's slippers repaired. The mochi was busy, so she left the slippers with him and said she'd be back in half an hour.

She had two rupees of her own saved up, and she used the money to buy herself a necklace of amber-coloured beads from an old Tibetan lady who sold charms and trinkets from a tiny shop at the end of the bazaar.

Usha met her Aunt Lakshmi, who took her home for tea.

Usha spent an hour in Aunt Lakshmi's little flat above the shops, listening to her aunt talk about the ache in her left shoulder and the stiffness in her joints. She drank two cups of sweet hot tea, and when she looked out of the window she saw that dark clouds had gathered over the mountains.

Usha ran to the cobbler's and collected her mother's slippers. The shopping bag was full. She slung it over her shoulder and set out for the village.

Work in pairs. Read the story above and find the answers to these questions.

1. What were the children doing beside the stone wall?
2. What did Suresh ask Usha? Why?
3. Who told the children the story about the ghosts on Haunted Hill?
4. What did Usha see while walking to the bazaar?

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GLOSSARY

moaned	-	make a long, low sound
haunted	-	possessed
ruins	-	decayed, collapsed building or place
terrible	-	fearful
saddle	-	low point on a ridge between two summits
crumbling	-	breaking apart into small pieces
scuttled	-	ran with short quick steps
whistling - thrush	-	a small singing bird
straggling	-	spreading out in different directions

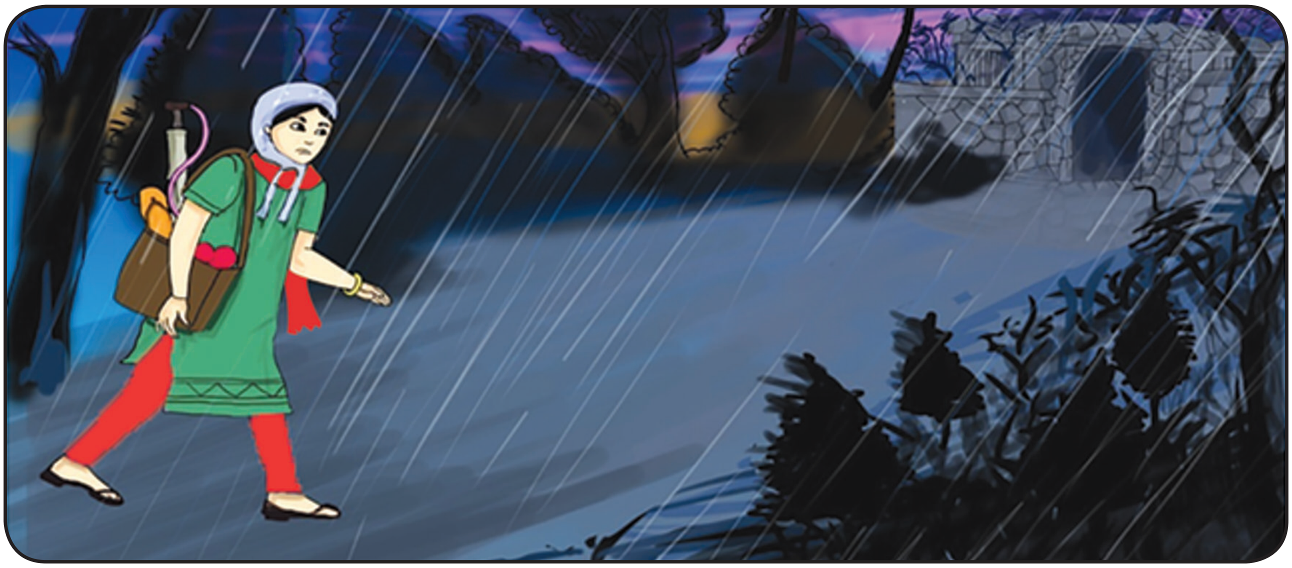
Section II

Take turns and read this passage aloud.

Strangely, the wind had dropped. The trees were still, not a leaf moved. The crickets were silent in the grass. The crows flew round in a circle, then settled down for the night in an oak tree.

'I must get home before dark,' said Usha to herself, as she hurried along the path. But already the sky was darkening. The clouds, black and threatening, looked over Haunted Hill. This was March, the month for storms.

A deep rumble echoed over the hills, and Usha felt the first heavy drop of rain hit her cheek.



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She had no umbrella with her; the weather had seemed so fine just a few hours ago. Now all she could do was tie an old scarf over her head, and pull her shawl tight across her shoulders. Holding the shopping bag close to her body, she quickened her pace. She was almost running. But the raindrops were coming down faster now. Big, heavy pellets of rain.

A sudden flash of lightning lit up the hill. The ruins stood out in clear outline. Then all was dark again. Night had fallen.

'I won't get home before the storm breaks,' thought Usha. 'I'll have to shelter in the ruins.' She could only see a few feet ahead, but she knew the path well and she began to run.

Suddenly, the wind sprang up again and brought the rain with a rush against her face. It was cold, stinging rain. She could hardly keep her eyes open.

The wind grew in force. It hummed and whistled. Usha did not have to fight against it. It was behind her now, and helped her along, up the steep path and on to the brow of the hill.

There was another flash of lightning, followed by a peal of thunder. The ruins looked up before her, grim and **forbidding**.

She knew there was a corner where a piece of old roof remained. It would give some shelter. It would be better than trying to go on. In the dark, in the howling wind, she had only to stay off the path to go over a rocky cliff edge.

Who – whoo – whooo, howled the wind. She saw the wild plum tree swaying, bent double, its **foliage thrashing** against the ground. The broken walls did little to stop the wind.

Usha found her way into the ruined building, helped by her memory of the place and the constant **flicker** of lightning. She began moving along the wall, hoping to reach the sheltered corner. She placed her hands flat against the stones and moved sideways. Her hand touched something soft and furry. She gave a **startled** cry and took her hand away. Her cry was answered by another cry – half snarl, half screech – and something leapt away in the darkness.

It was only a wild cat. Usha realized this when she heard it. The cat lived in the ruins, and she had often seen it. But for a moment she had been very frightened. Now, she moved quickly along the wall until she heard the rain drumming on the **remnant** of the tin roof.

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Once under it, **crouching** in the corner, she found some shelter from the wind and the rain. Above her, the tin sheets **groaned** and **clattered**, as if they would sail away at any moment. But they were held down by the solid branch of a straggling old oak tree.

Usha remembered that across this empty room stood an old fireplace and that there might be some shelter under the blocked-up chimney. Perhaps it would be drier than it was in her corner; but she would not attempt to find it just now. She might lose her way altogether.

Her clothes were soaked and the water streamed down from her long black hair to form a **puddle** at her feet. She stamped her feet to keep them warm. She thought she heard a faint cry - was it the cat again, or an owl? – but the sound of the storm **blotted out** all other sounds.

There had been no time to think of ghosts, but now that she was in one place, without any plans for venturing out again, she remembered Grandfather's story about the lightning - blasted ruins. She hoped and prayed that lightning would not strike her as she sheltered there.

Thunder boomed over the hills, and the lightning came quicker now, only a few seconds between each burst of lightning.

Then there was a bigger flash than most, and for a second or two the entire ruin was lit up. A **streak** of blue **sizzled** along the floor of the building, in at one end and out at the other. Usha was staring straight ahead. As the opposite wall was lit up, she saw, crouching in the disused fireplace, two small figures – they could only have been children!

The ghostly figures looked up, staring back at Usha. And then everything was dark again.

Two scary events from this section are listed here. Write the events that take place in between in the correct order.

The black clouds were threatening.				**The ghostly figures were staring back.**

GLOSSARY		
forbidding	-	unfriendly or frightening
foliage thrashing	-	hitting leaves and branches
flicker	-	shine
startled	-	frightened
remnant	-	what was left
crouching	-	bending down
groaned and clattered	-	banged together and made a loud noise
puddle	-	pool of water
blotted out	-	hid
streak	-	line
sizzled	-	hissed like something hot on a frying pan

DO YOU KNOW?

The Bermuda Triangle is one of the greatest unsolved mysterious spots in the world. It is a triangular shaped area in the North Atlantic Ocean. Hundreds of people and numerous boats, ships and planes have disappeared inside this triangle. The reason for these disappearances still remains a mystery.

Section - III

Read this section carefully.

Usha's heart was in her mouth. She had seen, without a shadow of a doubt, two ghostly creatures at the other side of the room, and she wasn't going to remain in that ruined building a minute longer.

She ran out of her corner, ran towards the big gap in the wall through which she had entered. She was halfway across the open space when something – someone – fell against her. She **stumbled**, got up and again bumped into something. She gave a frightened scream. Someone else screamed. And then there was a shout, a boy's shout, and Usha instantly recognized the voice.

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'Suresh!'

'Usha!'

'Binya!'

'It's me!'

'It's us!'

They fell into each other's arms, so surprised and relieved that all they could do was laugh and **giggle** and repeat each other's names.

Then Usha said, 'I thought you were ghosts.'

'We thought you were a ghost!' said Suresh.

'Come back under the roof,' said Usha.

They **huddled** together in the corner chattering **excitedly**.

'When it grew dark, we came looking for you,' said Binya. 'And then the storm broke.'

'Shall we run back together?' asked Usha. 'I don't want to stay here any longer.'

'We'll have to wait,' said Binya. 'The path has fallen away at one place. It won't be safe in the dark, in all this rain.'

'Then we may have to wait till morning,' said Suresh. 'And I'm feeling hungry!'

The wind and rain continued, and so did the thunder and lightning, but they were not afraid now. They gave each other warmth and confidence. Even the ruins did not seem so forbidding.

After an hour the rain stopped, and although the wind continued to blow, it was now taking the clouds away, so that the thunder grew more distant. Then the wind too moved on, and all was silent. Towards dawn the whistling-thrush began to sing. Its sweet broken notes flooded the rain washed ruins with music.

'Let's go,' said Usha.

'Come on,' said Suresh. 'I'm hungry.'

As it grew lighter, they saw that the plum tree stood upright again, although it had lost all its blossoms. They stood outside the ruins, on the brow of the hill, watching the sky grow pink. A light breeze had sprung up.

When they were some distance from the ruins, Usha looked back and said, 'Can you see something there, behind the wall? It's like a hand waving.'

'I can't see anything,' said Suresh.

'It's just the top of the plum tree,' said Binya.

They were on the path leading across the saddle of the hill.

'Goodbye, goodbye…'

Voices on the wind.

'Who said goodbye?' asked Usha.

'Not I,' said Suresh.

'Not I,' said Binya.

'I heard someone calling.'

'It's only the wind.'

Usha looked back at the ruins. The sun had come up and was touching the top of the walls. The leaves of the plum tree shone. The thrush sat there, singing.

'Come on,' said Suresh. 'I'm hungry.'

'Goodbye, goodbye, goodbye, goodbye….'

Usha heard them calling. Or was it just the wind?

Discuss with your partner and complete the table.

S.No.	Question	Who asked this?	Who answered?	What was the answer?
1.	Shall we run back together?			
2.	Can you see something behind the wall?			
3.	Who said good bye?			
4.	Was it just the wind?			

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GLOSSARY

stumbled	-	lost one's balance
giggle	-	laugh lightly
huddled	-	crowded together
excitedly	-	feeling great eagerness

QSPAV

Read and Understand

A. Choose the most appropriate option.

1. The wind hurried and passed through the ___________.

   a) apples and mangoes
   b) pines and deodars
   c) berries and cherries

2. The market was ____________ away from the village.

   a) 3 miles
   b) 7 miles
   c) 11 miles

3. Usha went to visit her ____________ house after shopping in the market.

   a) Grand father's
   b) aunt's
   c) cousin's

4. Usha took shelter in the ____________.

   a) ruins
   b) caves
   c) dens

5. At dawn, the ____________ began to sing.

   a) cuckoo
   b) linnet
   c) thrush

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B. Think and answer

1. Why was it a struggle for the children to dry their clothes?
2. What story did grandfather tell them about the haunted hill?
3. What did Usha buy in the market? List them.
4. What scared Usha during the dark rainy night?
5. How did the children react when they met each other at the ruins?

C. Discuss in class.

"Was it just the wind?"– What do you think Usha thought it was? Why?

VOCABULARY

D. Unscramble the sound – describing words from the text. One has been done for you.

E.g. igeglg – giggle

1 noam - ______________

2 murebl - ______________

3 lowh - ______________

4 mobo - ______________

5 cohe - ______________

6 nogra - ______________

E. The Detective's Dictionary!

Choose the correct word from the box and fill in the blanks.

evidence	clue	detective	suspect	victim

1. A____________ is someone who investigates a crime.
2. A____________ is someone who suffers the effect of a crime.
3. Someone who might have committed a crime is a____________.
4. A ____________ is an idea or fact that helps us solve a mystery.
5. An ___________is an information we have that proves us that something is true.

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Language Check

Don't say	Say	Note
I am here since last week.	I have been here since last week.	A situation that started in the past and continues to the present has to be in the present perfect tense.
When I woke up my roommate left the room already.	When I woke up my roommate had left the room already.	When two actions occurred in past the first action has to be in the past perfect tense.
My mom has called me yesterday.	My mom called me yesterday.	The present perfect tense cannot be used with an expression of past time.

LISTENING*

F. Listen to the news report carefully and complete the following.

1. Name of the place ____________________________
2. What happened? ____________________________
3. What time of the day did it happen? ____________________________
4. What did the people say? ____________________________
5. What do strong winds and gales carry? ____________________________

SPEAKING

G. Work in pairs.

Have you ever been scared? What happened? How did you feel? Talk about it in one or two sentences with your friend. Repeat it to the class.

***Text for listening is in page: 167**

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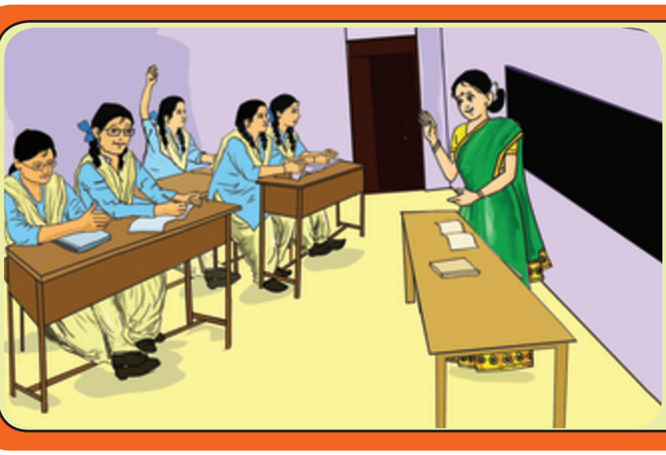
PICTO GRAMMAR

Present Perfect Tense



Present perfect tense tells us that an action is complete at this time.

Example:

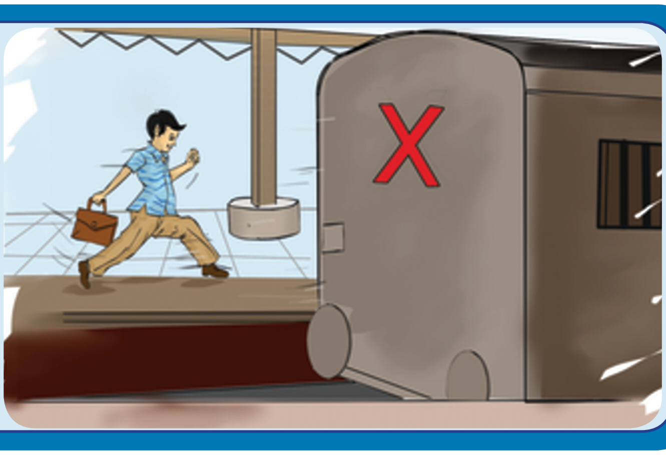
I have completed my home work.

Past Perfect Tense

The **past perfect tense** tells us about an action that took place before another action in the past.

Example:

The train had left before he reached the station.



Future Perfect Tense

Future Perfect Tense helps to describe an event that is expected or planned to happen before a time in the future.

Example:

We will have completed our project by next week.

USE GRAMMAR

H. Frame five questions using the picture clues. Begin with "Have you ever".

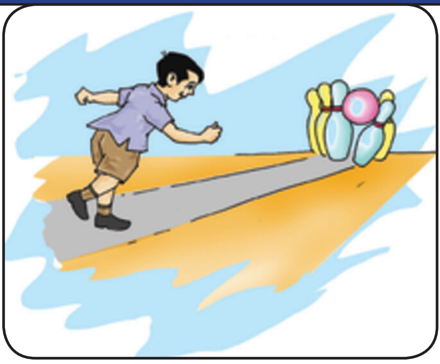
(write any story)

Have you ever written a story?

(visit the Tajmahal)

(cook briyani)

(watch a horror film)



(play Ten pin bowling)

(go swimming)

I. Fill in the blanks with the past perfect tense with the help of the words given in the brackets.

1. When Usha looked out of the window, dark clouds __________ (gather) over the mountains.
2. She had no umbrella with her; the weather __________________ (seem) so fine just a few hours ago.
3. All was dark again. Night __________ (fall).
4. She ran towards the big gap in the wall through which she ___________ (enter).
5. Usha looked back at the ruins. The sun ____________ (come) up and was touching the top of the walls.

II. Read this text and fill in the blanks with future perfect tense.

Iniya moves to Chennai to join an IAS coaching class. Tomorrow by this time, she ______________________ (join) the class. She _____________________ (undergo) training till next year. She _______________________ (work)very hard by the time she comes home. Her parents _____________________ (worry) about her health all the time. They ___________________ (write)many letters by the time she comes home. They will be very happy when Iniya becomes an IAS officer.

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WRITING

K. Nalan's grandfather showed him an old treasure trunk. A road map was stuck on the trunk. It showed the spot where a key was hidden. Look at the road map and write five directions to reach the spot where the key is hidden. Discuss with your partner and compare your directions with those of your classmates.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

CREATIVE WRITING

Venba was walking along the beach. When she saw a beautiful green perfume bottle that had been washed up on the shore she bent down and picked it up. There was something inside the bottle and it was calling her. When she opened the bottle....?!!!

L. Imagine you are Venba and act the situations in the class. Then conclude this mysterious story in your own words. Write at least five or six sentences with the help of the words given in the box.

tiny	sing	talk	bird	free	fly	gift	thank

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2 The Listeners

Poem *

Warm Up

You are walking into a grove at 12 noon. You feel that somebody is following you. When you look behind, nobody is there. How would you feel? What would you do? Share it in the class.

HAM7N

Memoriter

Is there anybody there?' said the Traveller,
Knocking on the moonlit door;
And his horse in the silence **champed** the grasses
Of the forest's **ferny** floor: And a bird flew up out of the **turret**,
Above the Traveller's head:
And he **smote** upon the door again a second time;
'Is there anybody there?' he said.
But no one descended to the Traveller;
No head from the leaf-fringed **sill**
Leaned over and looked into his grey eyes,
Where he stood **perplexed** and still.
But only a host of phantom listeners
That dwelt in the lone house then
Stood listening in the quiet of the moonlight
To that voice from the world of men:
Stood **thronging** the faint moonbeams on the dark stair,
That goes down to the empty hall,
Hearkening in an air stirred and shaken
By the lonely Traveller's call.

Walter de la Mare

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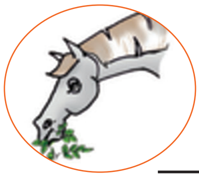
Walter de la Mare (1873–1956) was an English poet, short story writer and novelist. He is best known for his works for children. 'The Listeners' is said to be his most famous poem.

GLOSSARY

champed	-	bit and chewed upon noisily
ferny	-	consisting of flowerless plants (ferns)
turret	-	a small tower that projects from the wall of a building
smote	-	knocked loudly
sill	-	a horizontal piece of timber beneath a window or a door
perplexed	-	confused
thronging	-	crowding
hearkening	-	listening attentively

A. Read the poem aloud in pairs.

B. Find a line from the poem to match the pictures given below and write it in the blank.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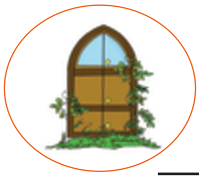
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____

____

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C. Read the statements and say True or False. Quote lines from the poem to support your answer.

S. No.	Statement	True or False	Quote
1.	The Traveller came at noon.		
2.	The house was situated in the forest.		
3.	There were ghostly listeners inside the house.		
4.	The Traveller came to the house by bicycle.		
5.	The phantoms answered and asked the traveller to go away.		

D. Answer the following questions.

1. Who is the speaker?
2. What was the horse doing?
3. Who were the listeners?
4. How did the Traveller feel when nobody answered?
5. What kind of feeling does the poem create?

E. Work in pairs and answer the questions given below.

1. Of the forest's ferny floor.
   Pick out the words alliterated.
2. Pick out the rhyming words from the poem.
3. Write the words which are used to create a sense of mystery.

WRITING

F. Discuss in groups. Draw the haunted house described in the poem and write a paragraph about it in your own words.

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2 The Red-Headed League

Supplementary

Characters

Sherlock Holmes - the famous detective

Doctor Watson - a doctor and Sherlock's friend

Jabez Wilson - a red-haired shopkeeper

Vincent Spaulding - Wilson's assistant, also known as John Clay

Duncan Ross - Spaulding's accomplice, a man with red hair

Mr.Jones - a detective from Scotland Yard

Dr. Watson visits the apartment of his friend Sherlock Holmes. He finds detective Holmes talking to a client with bright red hair, Mr. Jabez Wilson. Holmes asks Dr. Watson to hear the unusual story of the client.

Wilson says that he runs a pawnshop. One day in his shop, his assistant, Vincent Spaulding, showed an advertisement in the newspaper that announced an opening in the Red-Headed League. The announcement promised a salary of four pounds a week. Spaulding urged Wilson to apply. The timid red - haired pawnbroker did so. Wilson was accepted into the League by Mr. Duncan Ross, the head of the League.

He learned that the nominal duties consisted only of his coming to the office from 10:00 a.m. until 2:00 p.m. each day and copying out the Encyclopaedia Britannica in longhand. This he did for eight weeks until one day he arrived at the office to find it closed, with a notice on the door that the Red-Headed League had been dissolved. He was so disturbed by the thought that someone had been playing a practical joke on him that he came to Holmes for a solution. Holmes promises to look into the case and Wilson leaves. Holmes and Dr. Watson move to Wilson's shop in Saxe-Coburg Square at once.

Let's read this play extract to know the happenings.

(Outside Wilson's shop in Saxe-Coburg Square. Holmes is walking up and down. Now and then he hits the ground outside the shop with his walking stick. Then he knocks on the door of the shop. Spaulding opens the shop door. The legs of his trousers are dirty.)

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SCENE - 1

Spaulding : Can I help you?

Holmes : Yes. How can I get to the Strand?

Spaulding : Third on the right, and fourth on the left.
(*He goes back into the shop and closes the door.*)

Holmes : He's a clever young man, Watson.

Watson : Is he? Why did you ask about the Strand? You know London very well! You wanted to see him.

Holmes : Did you notice his trousers?

Watson : His trousers? No. But I saw you hit the ground with your stick?

Holmes : My dear Watson, this is not the time for discussion. I must go and look at the road behind Saxe-Coburg Square. You had to go to work.

Watson : Yes, to the hospital.

Holmes : Right, but I want your help tonight. Come at ten o'clock.

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SCENE - 2

(***The strong room*** *at a bank, with many boxes and* ***crates*** *in it. Holmes, Watson, Jones and a policeman are on stage hiding behind some boxes.*)

Holmes : Is everything ready upstairs, Mr. Jones?

Jones : My men are waiting at the front door of the bank and near the shop.

Holmes : Good. Now we must be quiet and wait.

(*He puts out the light. The strong room is dark, but we can see the men waiting behind the crates. Nothing happens. Watson looks at his watch.*)

Watson : (*whispering*) It's 11.15, Holmes. When _____

Holmes : Sshh! Don't spoil our **investigation**.

(*They see a light coming through the stone* floor*. Suddenly the stones give way. First a hand with a gun comes out of the ground, then another hand; Spaulding comes out followed by Ross.*)

Spaulding : (*to Ross*) Now, have you got________?

(*With his light, Holmes comes out from behind his box, and hits Spaulding's arm. Now the gun is on the ground. Ross quickly gets back into the* ***tunnel****. Jones wants to stop him, but he cannot.*)

Holmes : You can't get away, John Clay!

Spaulding : No. But Ross! My friend__________

Holmes : There are three men waiting for him at the other end.

Spaulding : You think of everything, Mr. Holmes. You're very clever.

Holmes : So are you, John Clay! Your Red-Headed League was clever!

SCENE - 3

(*Sherlock Holmes's study. Holmes and Watson are sitting on chairs.*)

Holmes : There was never any red-headed league. The villains wanted Wilson away from the shop for some hours every day. Then Clay saw the colour of Ross's hair and thought of a Red-Headed League! So when Wilson went to work in their office every day, they had time to make their tunnel. Very clever!

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Watson : So Spaulding is John Clay, the **notorious** thief. When did you first know that?

Holmes : I suspected when Spaulding was happy to work for half-wages. 'Why? I thought. Spaulding often went down to the **cellar**. 'What's he doing down there?' I thought. 'Tunnels! Is Spaulding making a tunnel?' I thought. 'To another building?' Watson, you saw me hitting the ground with my stick, outside the shop.

Watson : Yes... now I understand. You wanted to know if the cellar was in front of the shop.

Holmes : Yes, I did. And it wasn't. The cellar was behind the shop. Then I saw the man 'Spaulding.' I **recognized** him immediately. Did you see his trousers? They were dirty, Watson! Why? Because making a tunnel is dirty work!

Watson : Very clever, Holmes!

Holmes : Then I went into the next street, at the back of the shop. And what did I see? The Bank!

Watson : The bank, yes! Of course!

Holmes : 'Why is that young man making a tunnel?' I thought. To get into the bank's strong room, of course!

Watson : But why tonight? How did you know?

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Holmes : Because they closed the offices of the Red-Headed League. 'The tunnel must be ready,' I thought. And Saturday is a good day. The bank does not open on Sunday. It would have given the thieves enough time to get away.

Watson : (*laughing*) But they didn't get away, Holmes. You're very clever.

Holmes : (*in a serious tone*) That's very true, Watson.

GLOSSARY

strong room	-	a room in a bank designed to protect valuable items against fire and theft
crates	-	a wooden box used for transporting goods
investigation	-	systematic examination
tunnel	-	an artificial underground passage
notorious	-	famous for some bad qualities
cellar	-	lower ground floor; basement
recognized	-	identified

A. Say whether the following statements are 'True' or 'False'.

6FUQN

1. Photography was Vincent Spaulding's hobby.
2. Mr. Ross did not want to hire Mr. Wilson.
3. Mr. Wilson worked for Mr. Ross for six weeks.
4. Mr. Jones was a lawyer.
5. Spaulding dug a tunnel from the cellar of the shop to the jewellery shop.

B. Complete the table based on the information from the text.

S. No	Holmes' Findings	Clues
1	Mr. Holmes found the tunnel.	
2	Mr. Spaulding dug the tunnel.	
3	The tunnel was made to get into the bank's strong room.	
4	Spaulding could be the thief.	

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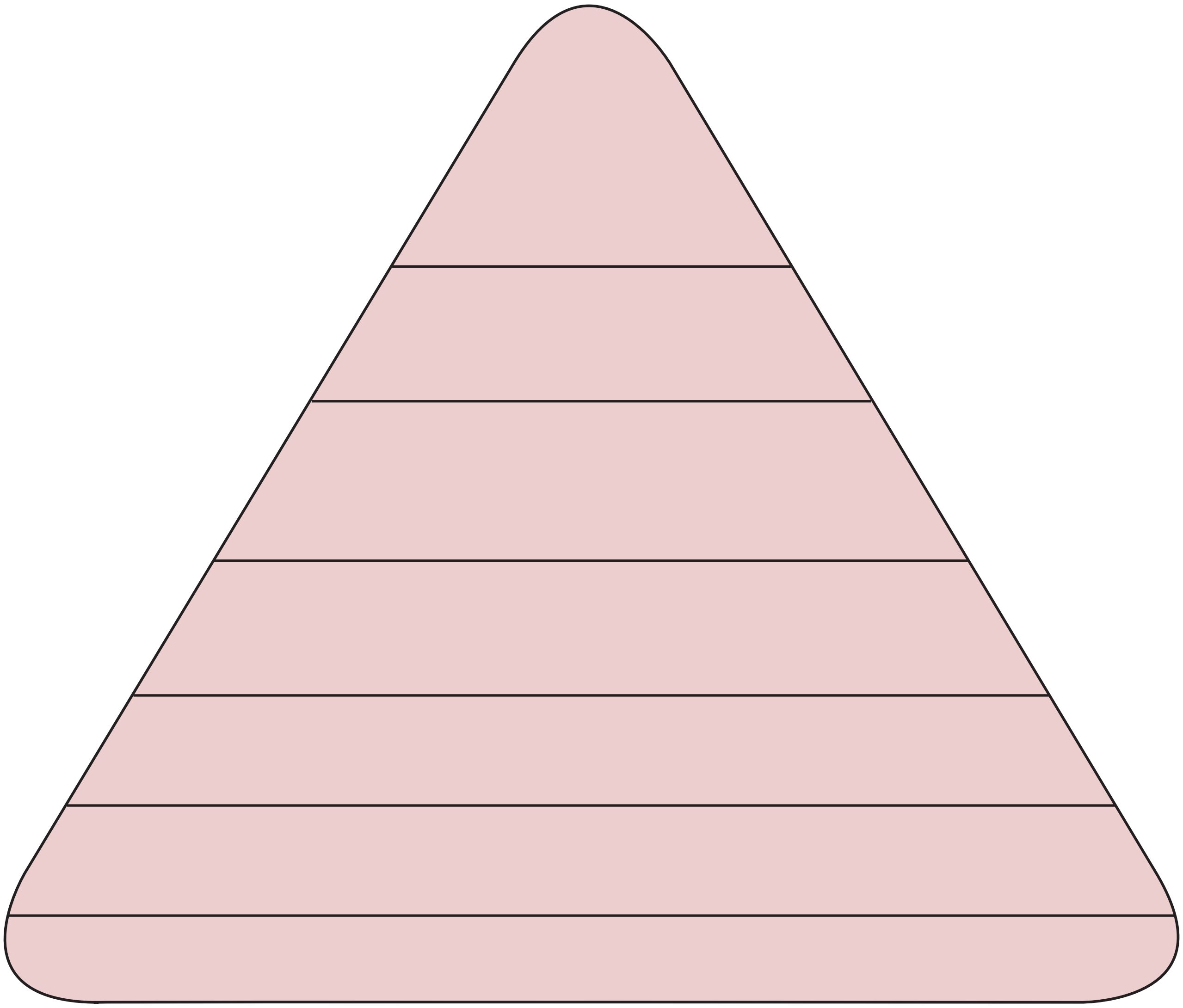
C. Answer the following questions.

1. Why did Jabez Wilson meet Mr. Holmes?
2. Describe Vincent Spaulding.
3. Why did Spaulding spend a lot of time in the cellar?
4. Why was Mr. Wilson hired to copy the Encyclopaedia?
5. How did Holmes' team catch the thieves?

D. Based on your reading of the text complete the pyramid by arranging the sequence in the correct order.



- Holmes found the tunnel from the cellar to the bank's strong room.
- Wilson was assigned to copy the encyclopaedia.
- Wilson asked Sherlock Holmes for help.
- Wilson got the job in The Red - Headed League.

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- ❖ Spaulding and Ross were caught by the famous detective.
- ❖ One day he found the notice that 'The Red - Headed League' was dissolved.
- ❖ Holmes recognised Spaulding who was actually John Clay, a notorious criminal.

PROJECT

E. Here is the sample of an advertisement of a circus.

Imagine you have visited a Mystery Theme Park you have come across. Make an eye-catching advertisement with the help of the given clues.

- ❖ a mirror maze
- ❖ scary faces
- ❖ eerie sounds
- ❖ a ghostly figure
- ❖ a pitch dark room

CONNECTING TO SELF

F. Observe the pictures carefully and write your answers.

One day your parents had gone for a wedding. You are all alone at home. Suddenly at midnight, someone knocks at the door. What will you do?	______________________
While you are coming to school, if a stranger gives you a chocolate what will you do?	______________________

STEP TO SUCCESS

G. Just like the example, use the key to fill in the blanks and break the code.

	1	2	3	4	5
1	A	B	C	D	E
2	F	G	H	I	J
3	K	L	M	N	O
4	P	Q	R	S	T
5	U	V	W	X	Y
6	Z	.	,	?	

Example:

33	55	44	45	15	43	55
M	Y	S	T	E	R	Y

1.	44	15	13	43	15	45
2.	22	23	35	44	45	
3.	45	43	24	13	31	
4.	43	24	14	14	32	15
5.	41	51	61	61	32	15

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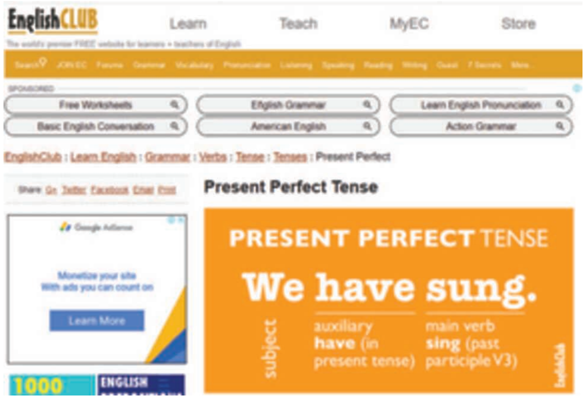
ICT Corner

Grammar
Perfect Tenses

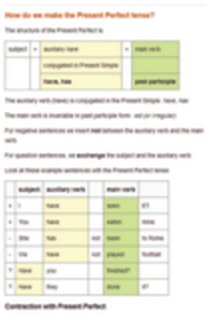
To learn the pattern of perfect tenses and its usage.

To check their learning



Steps

1. Type the URL link given below in the browser or scan the QR code.
2. You can see the links of lessons of 12 tenses with their structure and uses.
3. Click the tense which you want to reinforce. (For E.Wg. Present Prefect).
4. At the end of each lesson Quiz and games link is given. Click those and check your understanding.
5. You can continue with the other perfect group of tenses by following the same method.



Website URL

Click the following link or scan the QR code to access the website.

https://www.englishclub.com/grammar/verb-tenses.htm

** Images are indicative only.

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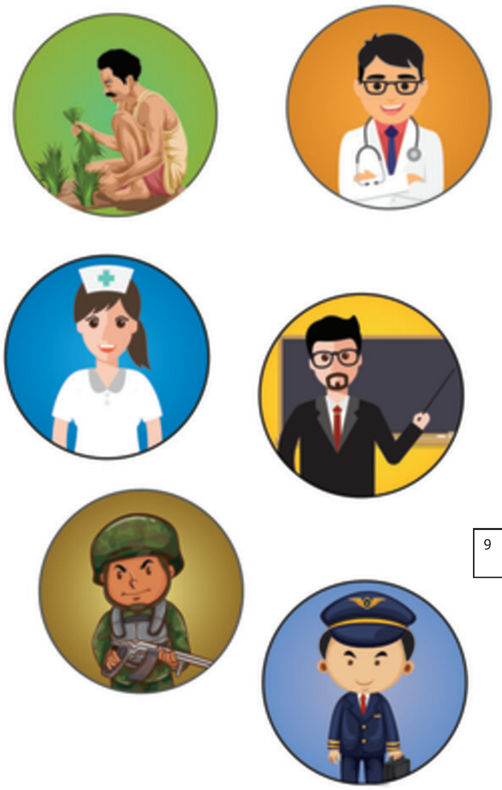
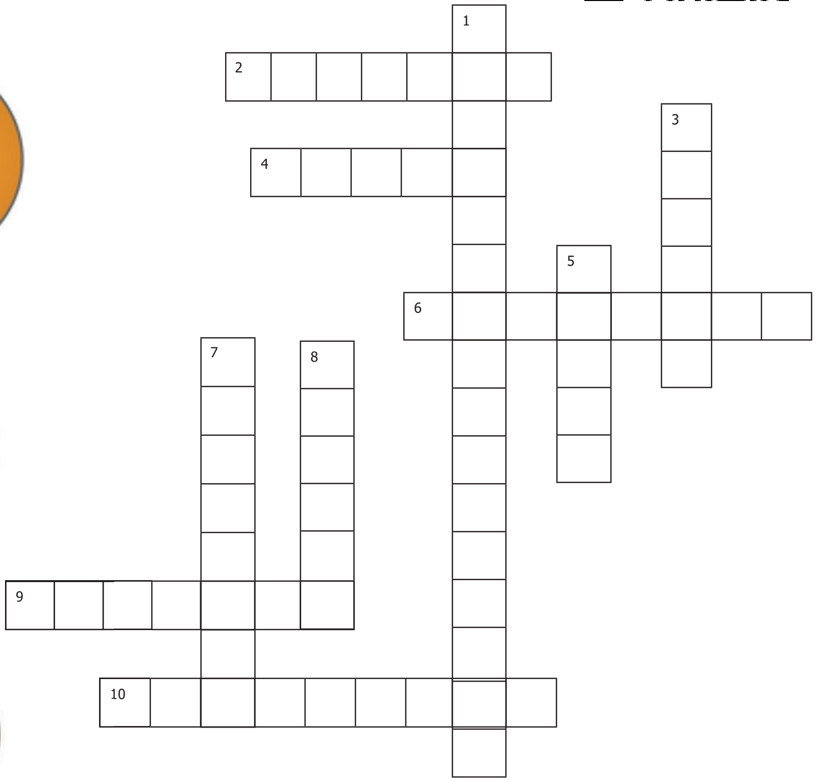
3 A Prayer to the Teacher

Prose

Warm Up

Read the clues, guess the profession and fill in the crossword puzzle.





Across	Down
2. teaches students	1. gives treatment to animals
4. helps doctors and patients	3. grows crops
6. builds houses according to a plan	5. flies an aircraft
9. protects the country	7. plays a musical instrument
10. gives ticket to passengers	8. stitches clothes

❖ Which is the role of a farmer in society? Discuss and answer.

____

❖ When you grow up, what do you want to become? Why?

____

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READING

This lesson is based on a speech given by Subroto Bagchi, founder and CEO of Mindtree, as part of the convocation address at the International Academy for Creative Teaching, Bangalore, on January 6, 2005.

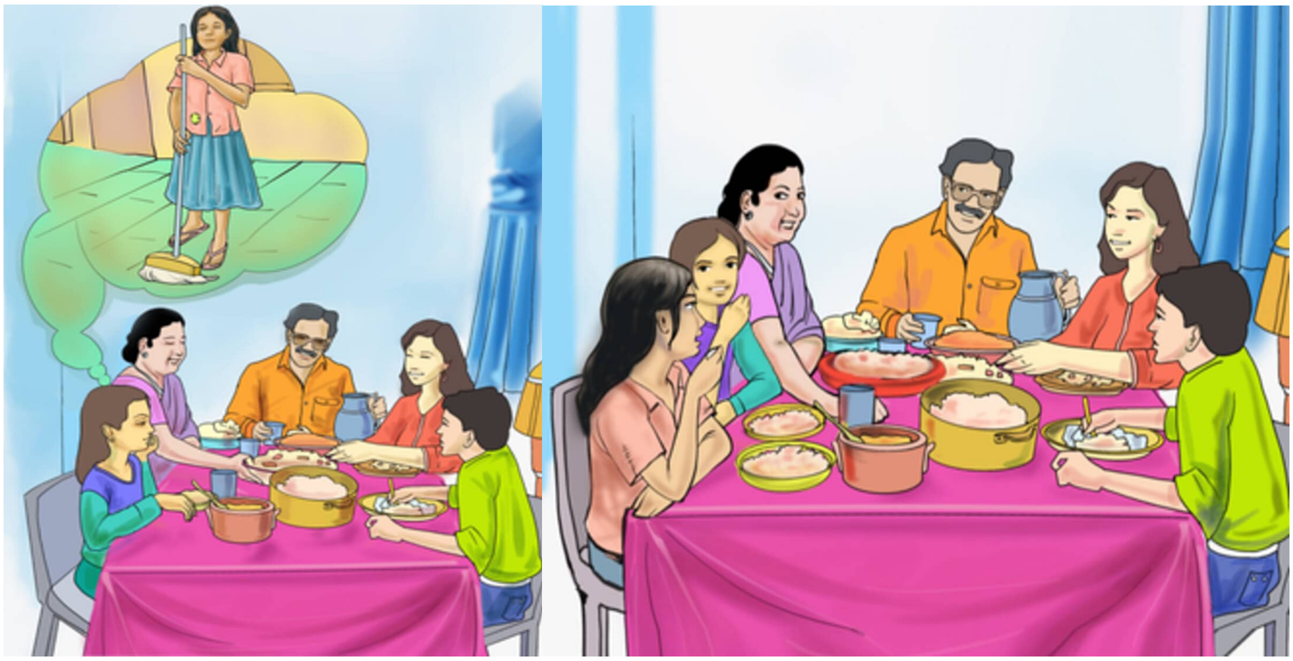
He addressed the teachers graduating from the Academy and he requested them to go beyond the syllabus and teach students the values and skills they need to live a useful and meaningful life.

It is a great occasion for the 2005 batch of graduating teachers. It is also a great day for the faculty and administration to have given the world another set of people whose impact is going to be proportionately large.

I am honoured to be here with all of you to share your joy, your hopes. As teachers, on behalf of all the lives you will touch, I have a few things to ask of you. It is going to be a long and somewhat unusual list – so I seek your indulgence. Here goes my list:

First, I pray to you that you teach me the value of inclusion.

The people who write my textbooks and the ones who prescribe the **syllabi** will not tell you, how important **inclusion** is for me to do well in life. Without the sense of inclusion, I will not know that boundaries are meant to be pushed – not to be lived in.



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Take for example the fact that I clean my house but empty my garbage on the road. That is because, the road is not "included" in what I feel is my own.

I feed my own child but do not ask if the maid has eaten today. Her hunger is not included in my hunger.

I take my child to the movie but do not ask him to call the neighbour's child. That child is outside my zone of parenting. So Teacher, teach me inclusion.

I pray to you to teach me to communicate.

As I get caught in the rat race of the common entrance tests and **cut throat** competition, everyone will tell me that my survival depends on my power to impress. The more I want to impress, the less I will communicate. Teach me to speak and be able to write so that I am able to convey what I feel.

Teach me to communicate with:

* ***the simplicity of a child and the nakedness of a flower.***
* ***those who cannot speak or hear.***
* ***people less gifted, less privileged than I am.***
* ***those who have come before me and those who will follow.***
* ***things animate and inanimate.***

I pray to you to make me learn. More than that, Teacher, teach me how I can learn to learn.

As you prepare me for the wide world in which I need to **fend** for myself and for others, one-time learning will not be good enough. I will have to have the ability to learn newer and more difficult things. Some of it I will need to learn very quickly. In all this, what will become **critical** is the process of learning itself, more than just what I am able to learn. Help me to learn newer ways to learn. And that will make learning a joy for me.

GLOSSARY		
syllabi	-	plural of syllabus
inclusion	-	all people being valued, irrespective of differences
cut throat	-	competitive
less privileged	-	disadvantaged
animate	-	living
fend	-	look after
critical	-	extremely important

S6MTD

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As I learn to learn from unusual sources, I pray that you teach me to appreciate the interconnected nature of things.

Teach me, not just about the way the waves rise but what causes them to fall. Teach me to appreciate that the trees I fell, the small creatures I kill with **indiscriminate** use of fertilizers and pesticides on the ground, the urban decay I cause with my **consumerism**– all add to awesome imbalances in the natural state of things that cause death and **destruction** and can one day, **engulf** me and mine.

Each time I see a **scavenging bird** on my city's skyline teacher, tell me why the singing birds are going away. And tell me how I can see them **perched** on my window sill again.

GLOSSARY

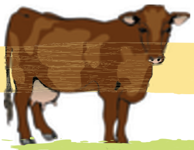
indiscriminate	-	without careful judgement
consumerism	-	the protection or promotion of the interests of consumers
destruction	-	the action of damaging or destroying something
engulf	-	to eat or to swallow
scavenger bird	-	anything that feeds on dead animals *(example :crow)*
perch	-	to rest on / to stay on

I pray to you to teach me not just the ability to answer, but also the power to question.

Everyone is telling me to do as I am told. Before I know it, I am **enslaved.** It is because we do not ask questions. Only if we ask questions, can we get answers. If we get the answers, we can explore how to establish a better order of things. If we ask questions, we will also learn to be accountable. We will be more willing to accept that when we ask the questions, we can be questioned too. In that exchange, truth will emerge.

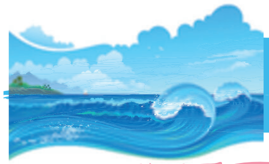
As I learn the power of humility, teach me about how all things that sustain life on earth, come free.

Teacher, I will live in an increasingly **commercial** world. I will be judged on how much "value" I can create by buying and selling things. My personal success will be determined by my ability to consume. I will not be able to always question the ways of the world, but do tell me how all things that truly support life, come without payment.



The cow does not get paid for the milk she gives us.

The earth does not ask for money for the crops we get.



The sea does not come to get royalties on the catch of the day.

The sun, the air, the river and the clouds do not get paid for their services.

I pray to you to teach me the power of silence – teach me also to raise my voice to protect the truth.

In a world where every moment is going to be full of noise, teach me to be quiet. Teach me to appreciate the sound of silence. For, in silence I can **contemplate** the power within.

Teach me to make my point without having to raise my voice.

And teach me to raise my voice, teacher, when my silence can hurt another life.

GLOSSARY		
enslaved	-	made someone slave
commercial	-	money minded
contemplate	-	think deeply about something

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Finally, I pray to you to teach me to develop a world view of things.

Teach me to appreciate that poverty, disease and hunger have no nationality. For hundreds of years, I have lived in a world with narrow domestic walls. In that world patriotism was founded on religious **bigotry**, racial intolerance and man's remarkably short view of time. It was bounded by barbed wires and smoking guns. In the future that I want to create, I want you to teach me the power of loving my fellow human beings.

Teach me to appreciate diversity and dialogue.

Teach me tolerance and teach me to remove the word "foreign" and "foreigner" from my vocabulary.

This is my world, teacher. In this world, I do not want to be a foreigner to anyone and I do not want to treat anyone like a foreigner.

With these thoughts, allow me to conclude my convocation address. May this day remain with you forever and may your path be **illuminated** with the power of a thousand Suns. Thank You and Good Luck.

GLOSSARY		
bigotry	-	intolerance towards others with a different opinion
illuminated	-	light up

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DO YOU KNOW? Ten core life skills prescribed by WHO are

1. Self-awareness	6. Problem Solving
2. Empathy	7. Effective communication
3. Critical thinking	8. Interpersonal relationship
4. Creative thinking	9. Coping with stress
5. Decision making	10. Coping with emotion

I. Which of these statements do you find in the speech?

1. Inclusion is essential for us to do well in life.
2. We should neglect others.
3. Communicate politely with the less privileged.
4. Teachers teach us to communicate well.
5. Effective Communication is inessential to excel in life.

II. Read the statements. Tick ✓ the correct words. You can tick more than one.

1. We should develop the ability to learn from______.

☐ self ☐ others ☐ books

2. Teachers help me to learn ____________ things .

☐ new ☐ bad ☐ difficult

3. Teach me to appreciate __________.

☐ nature ☐ destruction ☐ small creatures

4. We should learn to _________questions.

☐ ask ☐ answer ☐ discard

III. Answer the following questions in a sentence or two.

1. What is inclusion? Why is it important?
2. What is good or effective communication ?
3. What should we learn from our teachers?
4. What kind of learning brings joy to you ?

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5. In what ways are we doing injustice to nature ?
6. What do you need to learn to live a good life in this world?
7. How does the ability to question help us?
8. What do you think are the two most important lessons that the speaker mentions?

IV. Answer the following questions in detail.

1. What are the skills / values a teacher should teach their students to live in this competitive world?

2. What kind of a life do you want to lead in this world?

VOCABULARY

Prefix and Suffix

A. Match the suitable prefix and suffix to create new words of your own. One has been done for you.

S.No.	Root word	Prefix/Suffix	New word
1	form	con	conform
2	patriot	in	
3	diverse	ity	
4	slaved	ism	
5	animate	ness	
6	consumer	en	
7	naked	ism	

B. Refer to your dictionary. Add a prefix or suffix to the following words and find their antonyms.

1. privileged -
2. animate -
3. discriminate -
4. empty -
5. communicate -
6. learn -

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LISTENING*

C. Listen to the story and fill in the blanks by selecting the right option.

1. Raj was upset as he had done __________ (well/poorly) in his English test.
2. His grandmother gave him a __________. (pen/pencil)
3. Granny compared __________ (Raj/Ravi) with the pencil.
4. Raj's pain of not doing well in his test was compared with __________ of pencils. (sharpening/writing)
5. Raj understood that failures are stepping stones to __________ (success/climbing)

SPEAKING

D. Read the story. In groups of four, discuss what little Sarah wants to talk about. Role play the story.

Sarah Wants to Talk

Sarah was feeling sad. She missed her home and her friends. She went to the kitchen. She wanted to talk to her mother. Her mother was helping her father in cooking. Sarah was talking, but her mother was not listening.

Sarah went to her older brother, Tony. She started to tell Tony that she was sad. Tony was not listening. When Sarah fi nished, he asked, "What did you say?"

Sarah was now very sad. Her mother and brother did not listen to her. The teacher, Madam Nancy, saw Sarah. She asked Sarah to sit with her.

*Text for listening is in page: 167

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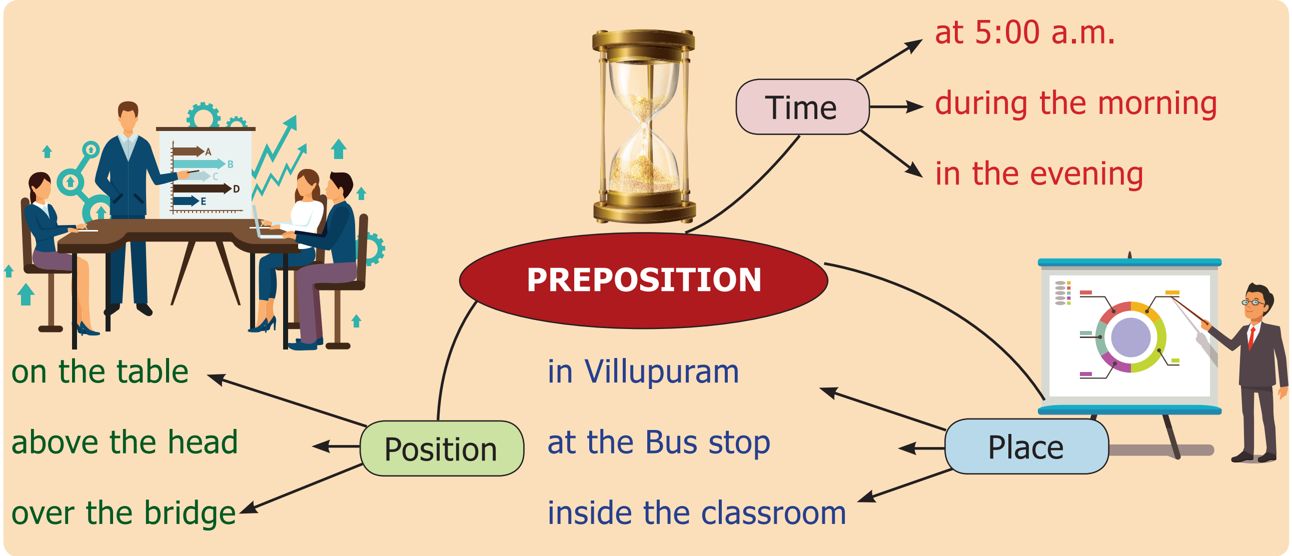
She asked, “What is the matter?”

Madam Nancy looked at Sarah and listened carefully to her words. She held her hand. After Sarah talked to Madam Nancy, she felt better.

PICTO GRAMMAR

Preposition: A preposition comes before a noun or pronoun in a sentence and shows its relationship to another word or part of the sentence.

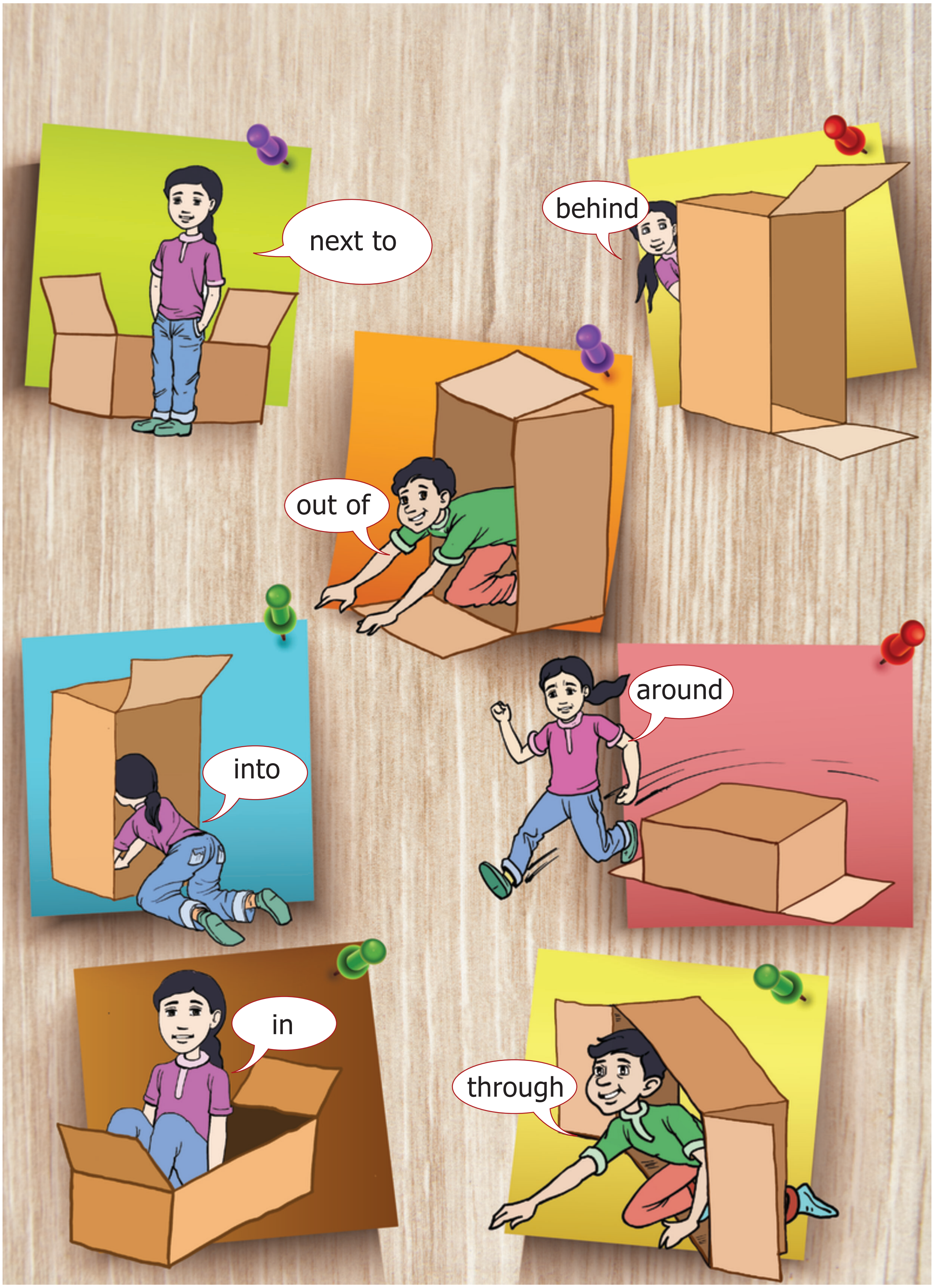
Prepositions can be classified into three groups.



Language Check

Don’t Say	Say	Note
The plane flew above the building.	The plane flew over the building.	Use ‘above’ when there is no movement. Use ‘over’ when there is movement.
We shall meet them in the club this evening.	We shall meet them at the club this evening	Use ‘in’ for large places. e.g. countries, cities etc. Use ‘at’ for small places. e.g. park, school etc.
I walk by foot.	I walk on foot.	‘On’ is used for actions involving body parts, ‘By’ is usually used to mention the means of transport.

Look at the pictures given below. Read the prepositions and do the actions.



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E. Look at the pictures. Pick out the right preposition and fill in the speech bubbles given below.

between	down from	onto	inside	on	in front of	over

USE GRAMMAR

F. Read the following sentences carefully and underline the preposition.

1. Julian placed her lunchbox inside her bag.
2. Vinothini left the house before sunrise.
3. Ben saw Daisy playing across the road.
4. Hema keeps all her teddy bears on top of her wardrobe.
5. Divya hid the sweets behind her back.
6. Sudha fell over during the basketball match.
7. Madhusudhan checked to see if his keys had fallen underneath his chair.
8. Mrs Meena asked the children to go into her classroom.
9. After lunch, the children were allowed to play.
10. Saravanan climbed onto the horse.

G. Complete the following sentences using appropriate prepositions.

1. Is your mother .... home?

   a) in b) at c) on

2. There is unity in diversity .... the people.

   a) among b) between c) within

3. He discussed the problem .... his parents.

   a) with b) to c) for

4. Lithisha was praised .... her father.

   a) with b) for c) by

5. Can you finish the work .... tomorrow?

   a) by b) in c) within

6. He has been absent .... last week.

   a) since b) for c) by

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H. Fill in the blanks using suitable prepositions from the box. Some options can be used more than once.

across	with	on	to	by	since	from	about	into	at	during

1. What do you do ___________ weekends?
2. I am going to my village ___________ Sunday.
3. I haven't met my friends ___________ December.
4. Run ___________ the street and get me the ribbon.
5. He told me in detail ___________ the incident.
6. This picture was drawn ___________ the girl ___________ charcoal.
7. The car was travelling ___________ a great speed.
8. The ball fell ___________ the lake.
9. There is a bridge ___________ the river.
10. The conference will be held ___________ 10 a.m. ___________ 5 p.m.

I. Fill up the blanks using suitable prepositions on your own.

1. The soldier climbed ___________ a horse and rode away.
2. They have been here ___________ a long time.
3. Kumaravel has lived in this city _____________2012.
4. The paper was published ___________ an International journal.
5. When will you return ___________ home?
6. One ___________ the four students wrote the answers correctly.
7. This fruit is ___________ the Mexican capital.
8. The head office is ___________ Nungambakkam. It is ___________ College Road. As you go ___________ the station, the office is ___________ the right side.
9. The sailors were taken ___________ the forest and made to walk ___________ 10 miles.
10. The girl standing ___________ me was sneezing.

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WRITING

J. Fill in the value trees with the best qualities you like to follow in your life from the given list. Write a few lines about your favourite quality in the box.

Best qualities in life				
Affectionate	Cooperative	Gratitude	Loving	Responsible
Ambitious	Courageous	Happiness	Loyal	Self-confident
Brave	Dependability	Helpfulness	Good manners	Self-control
Calm	Diligence	Honest	Patriotic	Self-esteem
Caring	Enthusiastic	Humble	Peaceful	Sensitive
Cheerful	Fairness	Imaginative	Perseverance	Sincerity
Committed	Faithfulness	Intelligent	Polite	Successful
Compassionate	Flexible	Joyful	Positive	Tolerant
Concerned	Forgiveness	Kind	Rational	Truthful
Confident	Generosity	Leader	Resourceful	Versatile
Contented	Giving	Logical	Respect	Witty

My favourite quality is...

____

____

____.

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CREATIVE WRITING

A limerick is a type of a silly poem with five lines. They are often funny or nonsensical. Limericks were made famous by Edward Lear, a famous author who wrote the "Book of Nonsense" in the 1800s. This was an entire book of silly limericks.

How to write a limerick poem?

- The first, second and fifth lines rhyme with each other and have the same number of syllables (typically 8 or 9).
- The third and fourth lines rhyme with each other and have the same number of syllables (typically 5 or 6)
- Limericks often start with the line "There once was a..." or "There was a..."

Example of an 8,8,5,5,8 syllable limerick:

STAR

There once was a wonderful star
Who thought she would go very far
Until she fell down
And looked like a clown
She knew she would never go far.

Kaitlyn Guenther

- Now you can try your own limerick.

K. Fill in the template given for limerick.

There once was a ______________________________ (8 syllable)
____ (8 syllable)
____ (5 syllable)
____ (5 syllable)
____ (8 syllable)

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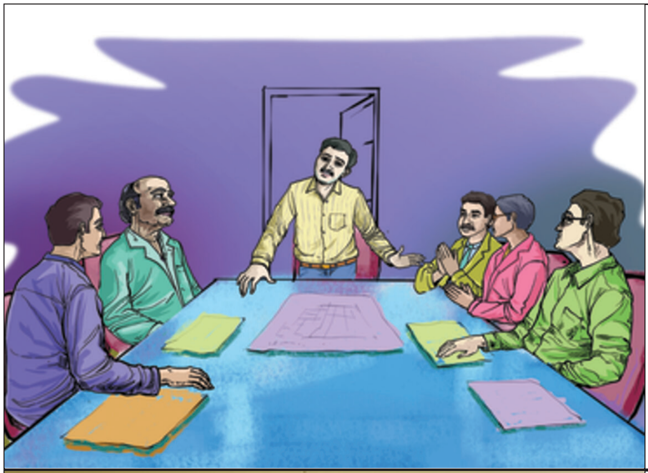
3 # Your Space

Poem

Warm Up

Look at the pictures given below. Fill in the blanks according to the cues given.



When you are in a meeting

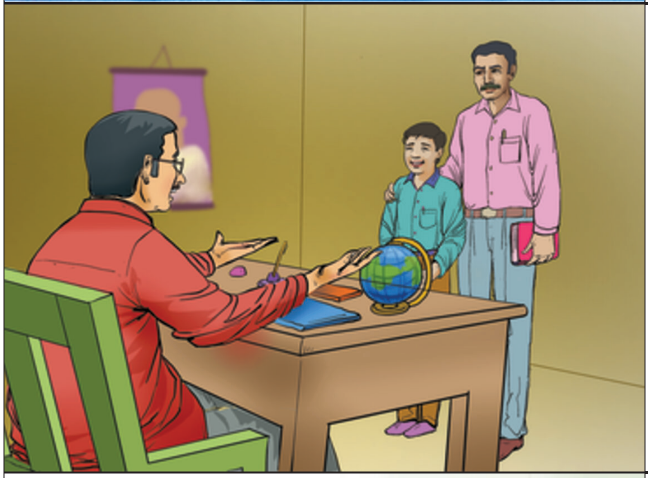
Situation: Formal ☐ Informal ☐

Conversation: Formal ☐ Informal ☐

Your own sentences ______________________

____

____



With your head master

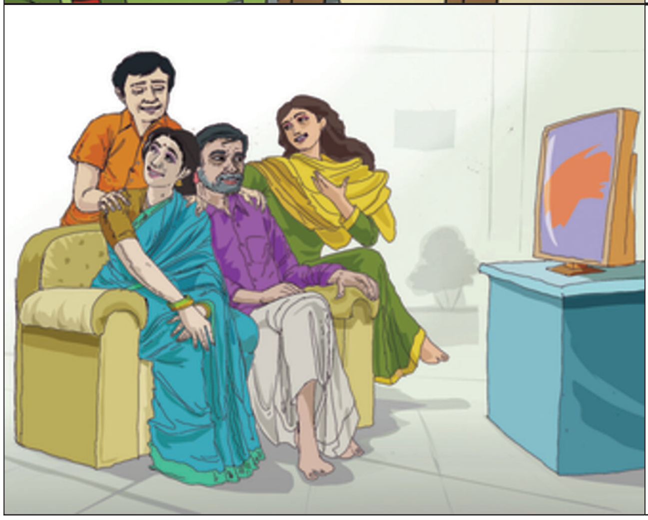
Situation: Formal ☐ Informal ☐

Conversation: Formal ☐ Informal ☐

Your own sentences ______________________

____

____



With your parents

Situation: Formal ☐ Informal ☐

Conversation: Formal ☐ Informal ☐

Your own sentences ______________________

____

____

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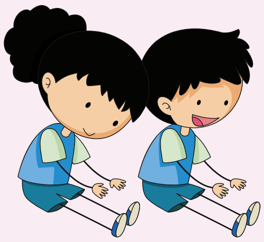
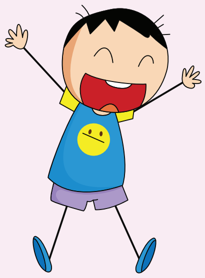
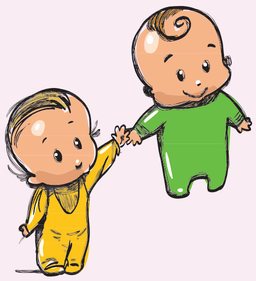


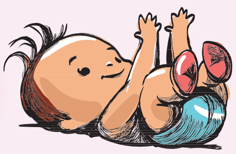
Speak gently! – It is better far
To rule by love, than fear
Speak gently – let not **harsh** words mar
The good we might do here!

Speak gently! – Love **doth whisper** low
The vows that true hearts bind;
And gently Friendship's **accents** flow;
Affection's voice is kind.



Speak gently to the little child!
Its love be sure to gain;
Teach it in accents soft and mild:-
It may not long remain.



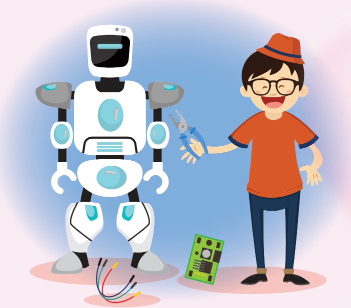


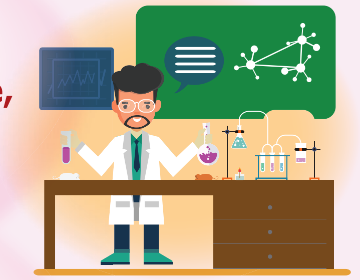
Speak gently to the young, for they
Will have enough to bear –
Pass through this life as best they may,
'T is full of **anxious** care!

Speak gently to the aged one,
Grieve not the care-worn heart;
The sands of life are nearly run,
Let such in peace **depart!**

Speak gently, kindly, to the poor;
Let no harsh tone be heard;
They have enough they must **endure,**
Without an unkind word!

Speak gently to the erring – know,
They may have **toiled** in **vain;**
Perchance unkindness made them so;
Oh, win them back again!





Speak gently! – He who gave his life
To bend man’s **stubborn** will,
When elements were in fierce **strife,**
Said to them, ‘Peace, be still.’

Speak gently! – ’tis a little thing
Dropped in the heart’s deep well;
The good, the joy, which it may bring,
Eternity shall tell.

David Bates

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GLOSSARY

harsh	rough
doth	does
whisper	low voice
accents	emphasise
anxious	feeling worried or showing worry
grieve	be sorrowful
depart	leave/go
endure	suffer patiently
toiled	worked hard
vain	producing no results
stubborn	one refusing to change one's opinion
strife	disagreement
eternity	endless, no end

Read and Understand

A. Answer the following questions in a sentence or two.

1. Why should we speak gently?
2. What do you infer about speaking with others from this poem?
3. What are the disadvantages of speaking harshly?
4. Why does the poet tell us to speak gently to young children?
5. How should you speak with old people?

B. Read the poem and fill in the blanks with the correct option.

soft	vain	fear	joy	love	heard	toiled	mild	good	sand	life	harsh

1. It is better far to rule by __________, than __________.
2. Teach it in accents ___________ and __________.
3. Let no __________ tone be __________.
4. They may have __________ in __________.
5. The __________, the_______, which it may bring.
6. The __________ of __________ are nearly run.

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C. Pick out the words which rhyme with the given words and write similar rhyming words on your own.

1.	far	-		-	
2.	fear	-		-	
3.	low	-		-	
4.	kind	-		-	
5.	remain	-		-	
6.	they	-		-	

Rhyme Scheme

A rhyme scheme is the pattern of rhymes at the end of each line of a poem or song. We can find it with the help of rhyming words.

For Example

do and **go** , **lost** and **post** look like as if they are rhyming but they aren't.

Sometimes the letters will not be same at the end but they rhyme.

For example: poor – endure, know – so, bear – care

In a verse we mark the words that rhyme with the same letter, using a new letter for each set of rhymes. If there is a regular pattern to the rhymes it forms the rhyming scheme.

For example

Lines from the poem	Rhyme scheme
Speak gently to the little child!	**a**
Its love be sure to gain	**b**
Teach it in accents soft and mild	**a**
It may not long remain	**b**

So the rhyme scheme is **abab**

Exercise

D. Take a stanza from the poem. Write it in the blanks and find the rhyme scheme.

Lines from the poem	Rhyme scheme (a/b/c/d)

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3 Taking the Bully by the Horns

Supplementary

Meena, Anu, and Ajay are in Class 7. Anu is the shortest in their class and Ajay is always making fun of her height. He calls her by nick names which draw attention to her size, and is constantly patting her on the head to show how short she is. Anu, already self conscious, feels hurt but she doesn't say anything. Meena sometimes laughs with Ajay when he is mocking Anu but she also feels sorry for her.

Have you or someone you know ever been in a similar situation?

While growing up, it is common for children to tease each other. But when someone purposely makes fun of another or forces them to do things even if they make it clear they don't want to, it is called **bullying**.

We like to have fun together with friends. Sometimes, we may even want to do something only because our friends are doing them, even if we know it will get us into trouble or is wrong. For example, Meena knows that Anu feels hurt when Ajay teases her. But she does not want to say anything because she is Ajay's friend and does not want to upset him. Ajay knows that Anu is upset, but continues to bully her because it gives him a feeling of control. Also he enjoys the attention he is getting from others who laugh instead of telling him to stop.

But is making someone feel unhappy about themselves a sign of strength? Actually, children who bully others tend to have a low opinion about themselves. This means that there maybe things about themselves that they don't like or feel ashamed about. They therefore want to **humiliate** or put another person down in order to feel better about who they are. They think they will fit in with the crowd if they show up another's difference, even if it means picking on the other person.

Maybe Ajay is unhappy with his performance in the exams; maybe Meena doesn't like her big ears and doesn't want anyone to notice them. So, they turn their attention to Anu, who is quiet and doesn't respond. Seeing her reactions to the way they treat her makes them feel better about their own problems.

Bullying needn't always be violent like hitting someone or verbally abusing them. If a group of children always refuse to include a particular child in their games, that's bullying too! Or if you spread stories about someone and it is causing them sadness. It's quite simple – if, through your actions, you target someone repeatedly to hurt them, it is bullying. Ragging is another word for bullying.

Everyone usually knows who the bullies in a school, class, or neighbourhood are. They either avoid them out of fear or silently support them because they want to be part of the group. But it is important to know that our actions always have **consequences.**

Have you heard of the term '**peer pressure**'? Our peers are people like ourselves, usually by age or common interest. Your classmates and friends are your peers. Sometimes, you can find yourself disagreeing with something that everyone is doing but you also end up doing it because you don't want to be the odd one out. It can be something silly like praising a movie everyone's excited about but you're not. Or it can be something more serious, like ragging another child as a group even if you don't want to. There's huge pressure to act like everyone else and you give in.

Have you ever bullied anyone? Has anyone bullied you?

Children who are bullied feel **dejected** and it's easy to see why. Nobody likes to be singled out and insulted in front of others. They can lose their confidence, feel lonely and isolated.

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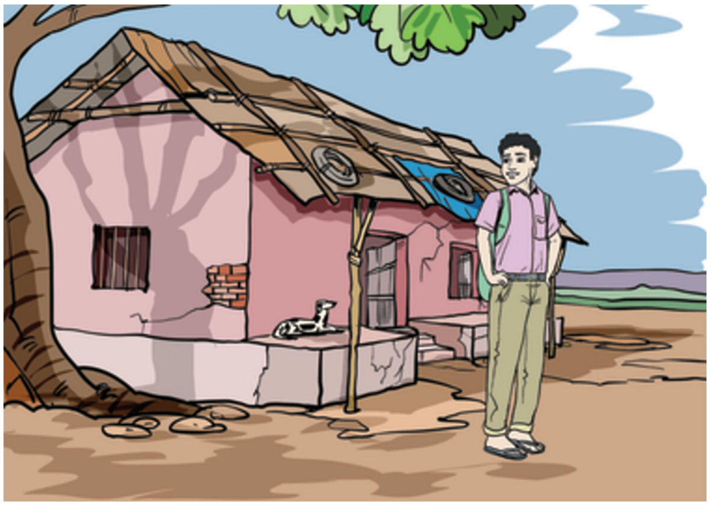
Bullies often focus on their target's appearance ("Why are you so fat?"), clothes ("Your clothes are always so loose!), abilities ("You can't even throw a ball!"), and family or social circle ("Why do you spend so much time with those show-offs?").



Sometimes, such comments can aff ect the bullied person so much that it can even have an effect on their health and their routine. They may not feel like eating, fall sick more often, get **nightmares** or find it difficult to fall asleep. Concentrating on their studies can be difficult. They can even get injured if the bully uses physical force on them.

Being bullied can also make them develop other problems with their own behaviour. They could become very withdrawn – stop talking with people around them or they could display extreme anger suddenly. Sometimes, a child who is bullied can end up bullying someone else just to feel better.

Is there something you can do to stop bullying ?

If you are being bullied or if you know someone who is getting bullied, the best way to stop it is to inform a responsible adult. This can be a parent, a teacher, or anyone who is in a position to do something about the problem. The adult can intervene and help the child who is bullying to reflect and understand his or her inappropriate and unacceptable behaviour.

Taking a stand is difficult and not all of us can do it. But you can speak to your peers about not supporting a bully. Because not participating in doing something wrong also matters. You can also show your support for the targeted persons in small ways – include them in your games, share things with them, speak to them more, make them feel included.

The keyword to stopping bullying is empathy. **Empathy** means the ability to experience the feelings of a person in a situation, not as an onlooker, but as someone who is also experiencing the situation. The more you feel for others, the less you will want to bully.

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Sometimes, children hesitate to speak up because of a sense of **loyalty**. Will complaining to an adult about peers who are bullying get them into trouble? For example, if Meena were to tell their teacher about what Ajay does to Anu, would it be wrong? Meena may feel that she will lose Ajay's friendship but she will feel better by doing the right thing of standing up for Anu. It's important to learn to distinguish between situations which require intervention and those that don't. And remember, she will also be helping Ajay! It is not healthy growing up being a bully and Ajay, too, needs help.

Many schools and colleges and even work places have strict rules to prevent bullying but it can still happen. If you notice it taking place around you, make sure you report it so it is stopped. You would have then contributed to a safer and more peaceful world.

This story is by Tulir - Centre for the Prevention and Healing of Child Sexual Abuse, Chennai.

GLOSSARY		
bullying	-	teasing others
humiliate	-	make others feel ashamed
consequences	-	result or effect
peer pressure	-	influence from members of the same group
dejected	-	sad and depressed
nightmares	-	frightening dreams
empathy	-	understand and share other's feelings
loyalty	-	strong support or being loyal

A. Choose the correct answer.

1. What is bullying?
   a) When you and a friend get into a fight.
   b) When someone accidently bumps into you on the playground.
   c) When someone is hurt by others either by words or actions, feels bad because of it, and finds it hard to stop what's happening to them.
   d) Rolling a ball to knock over pins.

2. What should you do if you are being bullied?
   a) Speak up.
   b) Tell an adult.
   c) Know that you have the right to be safe.
   d) All of the above.

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3. How do you recognise someone who bullies?

a) Size – The person bullying is bigger than the person being bullied.

b) Gender – Girls don't bully, only boys do

c) Behaviour – They do something that hurts or harms another person.

d) Age – It is always the older kids picking on the younger ones.

4. What should you do if you see bullying?

a) Help them get away from the situation.

b) Tell an adult.

c) Let them know that no one deserves to be bullied.

d) All of the above.

B. Answer the following questions.

1. What could be the reasons for bullying?
2. Why do some children bully others?
3. What does Ajay enjoy about bullying?
4. What is empathy?
5. How does bullying affect one?

C. Think and answer

Suppose the person bullying is one of your friends,

1. Would you keep quiet?
2. At what point would you do something?
3. What would you do?

D. Take the Pledge

I am a kid against bullying!
And I will
Speak up
When I see bullying
Reach out
To others who are bullied
Be a friend
Whenever I see bullying

PROJECT

Here is a list of classroom rules that you can follow. Create posters for each rule as shown in the images. Collect all posters and paste it in your class room.

Classroom rules

- We all belong to same world.
- We don't give up.
- We try our best.
- We encourage others.
- We take turns.
- We work as a team.
- We learn together.
- We smile always.
- We love each and every creature.
- We forgive others.
- We say 'please' to request.
- We say 'thank' you for help.
- We listen to each other.
- We listen to our teacher.
- We respect each other.
- We respect our school.

CONNECTING TO SELF

Paste the photographs and write down the values which you learn from them.

Father's photograph

Values

Mother's photograph

Values

Your friend's photograph

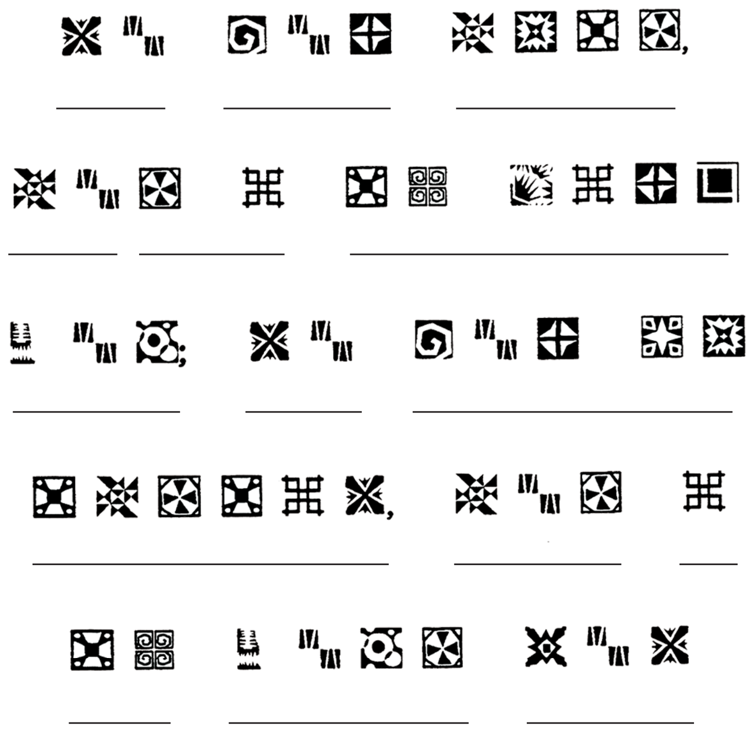
Values

Brother/Sister's photograph

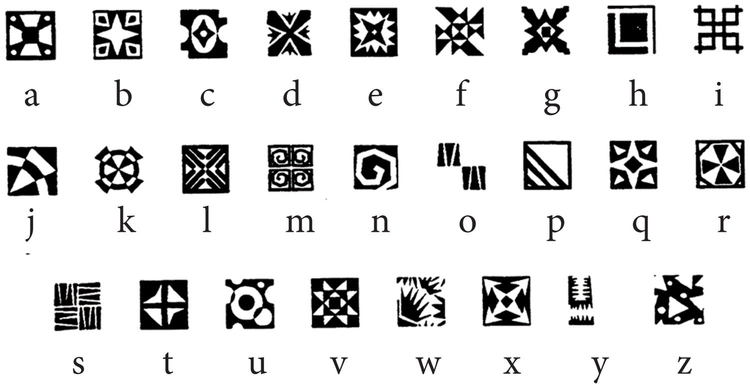
Values

STEP TO SUCCESS

Change the codes into letters with the sign codes given below and tell the sentence to your friend.



CODE



LEARNING LINKS AND REFERENCES

e-links	http://www.english-for-students.com/Moral-Stories.html
	https://www.youtube.com/watch?v=K4mhtXPVAI0
Books	Did I Ever Tell You How Lucky You Are by: Dr. Seuss
	An Awesome Book of Thanks by: Dallas Clayton

ICT Corner

Grammar
Prepositions

To learn the usage of Prepositions by playing an interactive game.

Steps to Play the Game

1. Type the URL link given below in the browser or scan the QR code.
2. Read the Instructions which are given below the box.
3. Click start to play the game.
4. Drag and put the objects as per the instructions given below.
5. You can learn and review the prepositions of place by clicking 'Review' button before starting to play the game.

Website URL

Click the following link or scan the QR code to access the website.

https://www.gamestolearnenglish.com/prepositions-game/

** Images are indicative only.

Listening Passages

Unit 1

Gopal, Varun and Muthu would go swimming in the sea in summer. They would sit down and watch the waves tumbling towards the shore. They'd chase the gulls whenever they saw them flying over the oyster catchers. They'd skim stones if the sea was calm enough – twenty six bounces was Gopal's record – Varun had only ever managed two! Whatever they did, wherever they went, the three of them were always together.

Unit 2

In English we say it is raining cats and dogs when it rains heavily. For the people of Gollamudi in Andhra Pradesh, however, it rained fish!

In the early hours of the morning yesterday, people were woken up to a 'rain of fish'. Four to six inches - long fish were found on the roads and in the waterlogged fields of this village. Some of the fish were still alive. News spread rapidly and soon, people were out collecting the fish. Locals said it was a fish not usually found there.

Environmentalists say that very strong winds and gales sometimes carry fish and sea animals along with the water from rivers and canals. They then can come down with the rain many miles away. This is what happened in Gollamudi.

Unit 3

The Tale of The Pencil

Raj was upset because he had done poorly in his English test. His grandmother sat with him and gave him a pencil. A puzzled Raj looked at his grandma and said he didn't deserve a pencil after his performance in the test. His grandma explained, 'You can learn a great many things from this pencil because it is just like you. It experiences a painful sharpening, just the way you have experienced the pain of not doing well in your test. However, it will help you be a better student. Just as all the good that comes from the pencil is from within itself, you will also find the strength to overcome this hurdle. And finally, just as this pencil will make its mark on any surface, you too shall leave your mark on anything you choose to.' Raj was immediately consoled and promised himself that he would do better in future.

Moral of The Story

We all have the strength to be who we wish to be.

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